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THE CAMPING MAGAZINE



FEATURING

Where Do We Stand In Education . . . Helen Ross

Packing Food For Trips . . . Barbara Ellen Joy

Platter Boats Mrs. B. A. Sinn

Breakfasts In Camp . . . Andrew L. Schaidler

Pack Trip Technique . . . Hugh A. Hunter

A Homemade Pottery Kiln . . L. R. Whittington

Personnel Referral Service



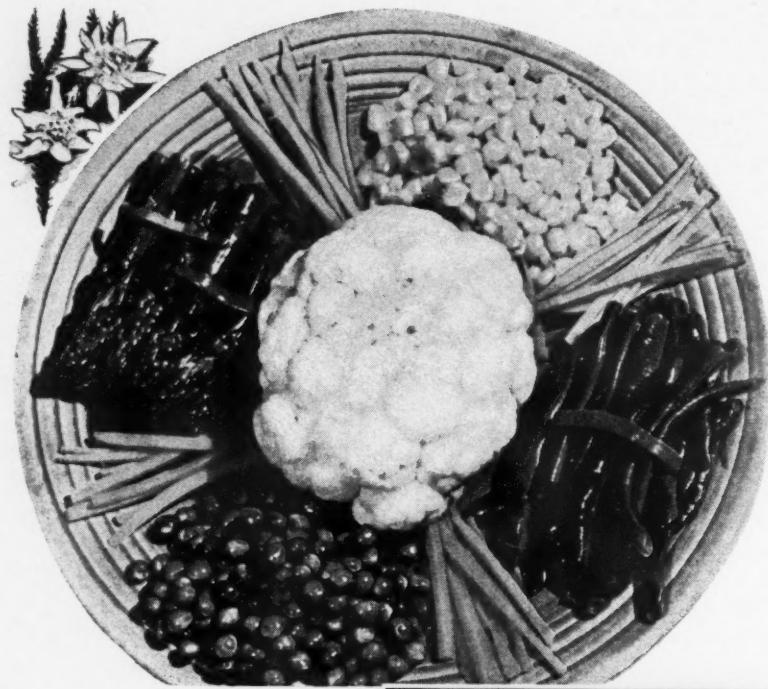
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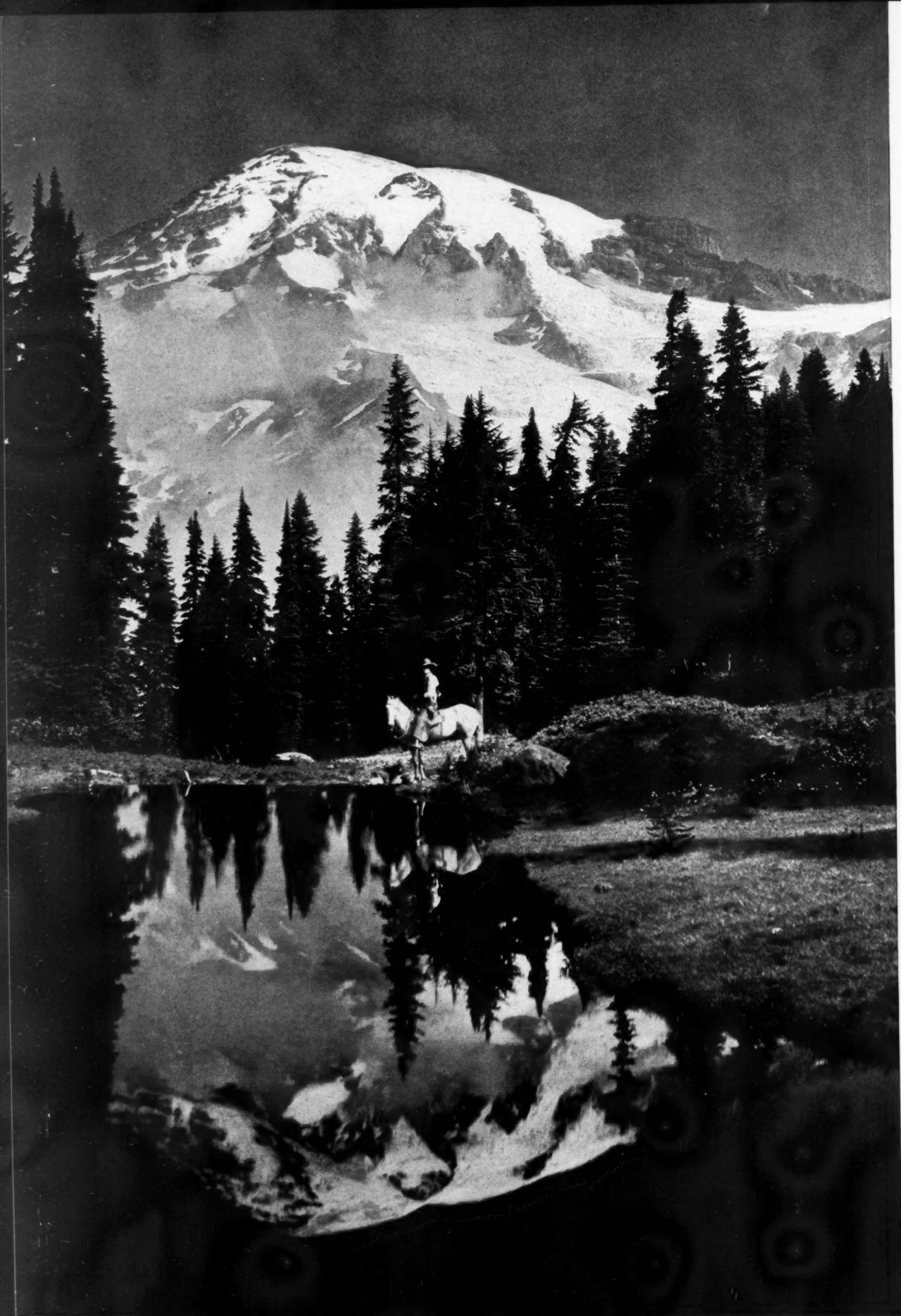
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—Courtesy Union Pacific Railway

Where Do We Stand In Education

By
HELEN ROSS
Director
Camp Kechuwa

EDITOR'S NOTE: An address delivered at the Conference of the Progressive Education Association, March, 1940.

IT is significant that the American Camping Association is requested this year to present a program which is an integral part of the Conference of the Progressive Education Association.

This should constitute a stamp of approval of the educational significance of camp work, and at the same time, a greater challenge for the future.

I can recall when it was in vogue, among the private camps, to refer to one's camp as *progressive*, a time when we were still struggling for recognition of our work as educators; not infrequently, "the progressive camp" was used as a subtitle in the fond hope of catching the eye of those people who were conscious of trends in education. The title was not always merited/then, I fear, nor even now perhaps, by all of those camps which appear in the listings of "the better camps." Our invitation today, however, pays us the compliment of including us in the progressive movement in education, and we accept the compliment on the basis of our potentialities, if not always on our achievement.

It is of these potentialities that I speak today. Since we are only now developing a clearing house of information concerning camp standards and camp practices and since we present many types of organization with considerable variation in purpose, it is difficult to appraise ourselves in terms of achievement. It is not so hard, however, to see our possibilities in the educational field.

First let us consider the nature of the camp. In formal education, the camp is unique. I speak not only of the private camps, some of which can claim a history of more than 50

years, but also of the manifold so-called organizational camps, which have grown enormously in number and in enrollment in the last decade. Certain characteristics, common to us all, constitute this unique quality, which make us differ from the school. First, the camp is not a part, (not yet, at least) of the educational system of the state; camp attendance is not compulsory. This means, further, that no curriculum of program of activities is prescribed by a higher authority, except in so far as a camp may be a part of a larger organization such as under the jurisdiction of a church or a national group. In other words, the camp is a law unto itself, with unrestricted privilege of becoming what the directors wish it to be. A camp may be anything from a glorified recreation ground where fun at any cost is the rule; to a highly regimented and controlled drilling ground, a sort of Campus Martius. Or it may be as well integrated in all its functions, which certainly include pleasure as well as education, as the best of the progressive schools represented in this meeting. In this range of possibilities lie both the virtue and the danger of our position as isolated units in educational practice. We *may* be anything; we *can* become a powerful factor in the child's development. Herein lies the challenge to us from the schools and from the parents, too.

Second, the child *usually* comes willingly to camp. This statement requires some modification in these later years. Once I should not have inserted the word "usually", because in the early days of camping, we represented a paradise of privilege to children of all social groups. Since camps have in general become more numerous, more accessible, more highly organized, more in vogue, more predictable, they have lost, I venture to say, *some* of the

original aroma of their charm. I say this tentatively, partly because many camps have managed to maintain much of the adventure and romance of pioneering that used to be the lure of camping, and partly because many of us are trying to recapture this perfume before it is gone with the wind of our greater sophistication.

I recall the shock I experienced when I first met a little girl who said quite frankly, "But I don't want to go to camp." This little girl is far more common now than she used to be. We ask ourselves, what has created this change? Is it because there are many more things to do today that are exciting and stimulating? Surely there are. Or is it because of our greater self-consciousness about camp so that we promise the child in detail everything the camp will do, thus boring him with the whole prospect before he ever enters on what we have called the "road to adventure and *new* experience?" We educators deplore the increasing passivity of the child today in matters of entertainment without seeing our own guilt in having anticipated too much for the child. At the same time, we wonder at the increasing number of fractious aggressive children. Maybe these two observations have some relation to each other. The camp has an opportunity to let the child discharge a lot of this pent-up activity in acceptable enjoyable pursuits, and this it must do if the child's eagerness to come to camp is preserved. It is important to us in our educational function not to lose this wish to come to camp, in contrast to the feeling of compulsion about school. Now I know that children go *willingly* to school, also, but the essential difference here lies in the fact of the school laws. Children *have* to go to school. To be sure we of the private camps must deal with the campers whose parents force them to come to us, but here again, the situation is different; we *can* refuse to take them, and in many cases, we should. Let us say, therefore, that this willingness constitutes another important fact of our potentiality in education. What can not an educator do who is confronted with such dynamic energy as that represented by a group of interested, eager, expectant children? Herein, again, is a challenge to us. Can we live up to this expectation?

Third, in camp, as in contrast with *most* schools, we have the children for twenty-four hours of the day. We have them in their moments of activity *and* in their moments of re-

laxation. We have them for better, for worse. The camper does not have the opportunity to wait until he gets home after school to burst into tirade or tears about the day's work. We see him, therefore, not only in his mental and social efforts, but in his emotional outlets as well. This is exceedingly important in our observation of the personality of the child. The school, of course, has the advantage in having the child over a much longer period of the year and for a longer span of years, whereas we can hope for only a second or third or fourth summer with the same child.

How do these special characteristics affect our educational function? We assume that our chief role, like that of the school, is two-fold: to observe behavior, and to influence habits of the child. I include all teaching under the latter head, since teaching is a matter of influencing habits of concentration, study and the like. In both respects, we are concerned with the individual child *and* with the group. This goes without saying in any educational institution. Beyond that, however, as institutions which are dedicated to a study of education in the round, i.e., as a whole field of endeavor, we must see our enlarged function as concerned also with research, that is with critical evaluation of our program and of our methods in respect to preparing the child for life.

What the camp can do for the individual child has been spoken of many times. Perhaps it requires no enlargement here. It is not out of place, however, to emphasize the peculiar fitness of the camp in helping the individual to adjust himself to a group, to overcome or modify personal difficulties, and to master new skills. This fitness is implicit in those characteristics already mentioned: the freedom of the camp to work out problems without the restrictions of requirements from above, the fact that the child comes willingly and eagerly to camp, and the fact of his continuous twenty-four hour a day period in the camp.

Use of these resources depends on the quality and training and experience of those counselors or leaders to whom we entrust this task. Here the school people could look askance at us often enough, but in this respect, the camp standards and practices are certainly coming much closer together because of our greater consciousness of the necessity for adequate leadership *and* because of our greater effort to

provide adequate training for the young people who go into this work. The larger organizational camps are way ahead of the private camps in this respect, but many of the private-camp directors are contributing what they can to the training of leaders and are at the same time becoming more demanding of their counselors. Time was when an attractive young woman with social position but little training and skill was considered an asset to a camp. This time has passed. Dean Henry Holmes states quite explicitly in his recent challenging article on education in the *Atlantic Monthly*, "The Central Function of the school is guidance." I should make the same statement of the camp, placing a greater onus on the camp, since the camp does not have to meet definite requirements such as preparing children for College Board Examinations. I do not accept this from Dean Holmes as meaning *guidance in the clinical sense*, nor do I offer it to you in this sense. With so much interest (and misinformation) in psychology afloat today, there is grave danger that the camp director and more particularly, the counselor, who is imbued with the desire to recreate a personality within a short time, may try to prove all the theories he has studied and thus create positive havoc in the life of the child. It is proverbial that the young medical student finds in his friends all the diseases listed in the last chapter he has studied in the text-book. This is far less dangerous than the tendency of the young psychologist to find certain emotional conflicts in all his charges. Psychological diagnosis has become a parlor game, the unfortunate consequences of which are not measured by the ignorance and innocence of the players. The camp which promises personality analysis and advice is following the trend of the times, to be sure, but over a dangerous path. It is easy to misuse our advantageous position as camp leaders to observe and know our campers. We do have a rare opportunity for guidance for the reason that we have the stage well set to develop a fine relationship between child and adult. It is very easy for the camp counselor to establish himself in the position of friend to the child. We assume he is an "understanding" person. Just understanding, however, is not enough. Understanding may be the beginning of wisdom; it is not the whole of wise guidance.

May I give two examples? A girl in reporting her camp experiences in the fall speaks of her counselor thus; "She was a good egg. She

let you have a wonderful time, but she always knew how to make you stop before you got into trouble." This is guidance, not too consciously administered, and therefore effective. Another example, I take from a guidance clinic. A very anxious, very aggressive child is brought to treatment. He has done something for which he fears punishment. The first part of the treatment proceeds beautifully, because the therapist is an *understanding* person and appreciates the fact that his misdeed resulted from a serious emotional disturbance. She does not scold, she accepts him as he is. He feels secure. The treatment continues under the aegis of her understanding until one day the little boy refused to go, telling his mother: "I don't like people that understand so much. It was all right about so and so (referring to his badness) but now I want to go some place where I can learn something." This is a subtle demand of the child for guidance. He wants help now in knowing what is acceptable behavior and what is not.

There is another common dilemma faced by teachers and counselors who want to be understanding. A child comes to camp with quite definite notions of what he is going to take part in, let us say; he will play baseball, but not tennis; he will swim, but he will not dive. We are concerned with the question; shall we let him choose and thus limit himself, or shall we try to influence him to try these other pursuits? The first policy is by far the easiest answer—no effort is required to divine the maybe obscure reasons why the boy has made this decision. Maybe, we can argue, he will be just as happy and as successful in life if he never plays tennis. But perhaps this boy has already developed the pattern of entering only those fields where he knows he can do well, and is thus limiting his own growth. This is a common problem in the schoolroom as well. Why does this deserve special mention in the camp? Because the camp offers such a good opportunity to observe this behavior, and such a fine stage on which to direct the performance. Let us say the boy is a new camper; he is not burdened by the expectations of his fellows; the counselor is not going to grade him (we hope), and he can try something new without the usual social consequences of a failure. The friendly counselor, however, has to be willing to make this child a little uncomfortable in his position before the child will leave it. Some

(Continued on Page 28)



—Photo by Hughes



—Courtesy The Joy Camps

PACKING FOOD FOR TRIPS

ONE of the several good reasons why so many people of, shall we say, average or slightly better intelligence become so absorbed in this camping profession of ours is that they have practically unlimited and untrammelled opportunities to experiment, to find out ways to do both simple and complicated things better, and to exercise their right of "rugged individualism" in matters large and small. Now, to be sure, the question of food packing for trips is a *very* small item in the administrative and organizational details of operating an organized summer camp for children. But like so many of these small and elusive details which, added together *ad infinitum*, actually fabricate and constitute the entity of a camp, it is a matter worthy of the consideration of a camp director and of the best thought of trip counselors. The more so, because the written word in this field of inquiry is practically nil. Therefore, the written challenge to a comparison of methods is almost entirely lacking, and in the enthusiasm of spoken words on the matter of trips this topic is often neglected for the more categorical and glamorous ones.

One day this past summer it was decided

By
BARBARA ELLEN JOY
 Director, The Joy Camps

that there was need for immediate improvement in our food-packing practices. Not being able to find much help in books, we revised methods for temporary use as best we could locally, so to speak, and then called for outside help, but not for ourselves alone. Copies of our directions were sent to six people who take trips in a lake-woods environment, with the request for "suggestions, criticisms, and additions to this tentative set of directions," and with the promise that a composite of this information would be made, sent to each for checking, and then submitted to THE CAMPING MAGAZINE for publication. The following have contributed their help: Mrs. Charles Culmer, Girl Scout Director, Winnetka, Illinois; Miss Mary Hamilton, Camp Tanamakoon, Algonquin Park, Ontario; Miss Catherine Hammett, National Girl Scout staff, New York City; and Miss Eugenia Parker, Camp Blazing Trail, Denmark, Maine. The contributors are not necessarily in agreement on each item, in which case alternative suggestions are indicated. Credit is also due to the campcraft counselors in our own Camps.

It has been necessary to limit the scope of this article to the packing and preparing for transportation of the more common types of

food and supplies taken out on overnight trips, both short and long, in lake-woods camps. Such subjects as the choice and selection of foods, menus, and recipes and consideration of weight, perishability, etc.; general trip equipment other than that relating to the packing and carrying of food supplies; and care and use of food after being removed from the packs, cannot be included. The kind of trip to be taken (by foot, boat, canoe, horseback, bicycle, gypsy wagon, etc.) will also enter into the packing and carrying picture, as will the age of campers, numbers, climate, and topography.* However, the fundamentals in packing types of food will be basically the same. Because the length of the expedition will determine methods of packing to a considerable degree, an attempt to discriminate in cases where this is true has been made, day hikes and one-night trips being designated as "short," and trips of longer duration as "long."

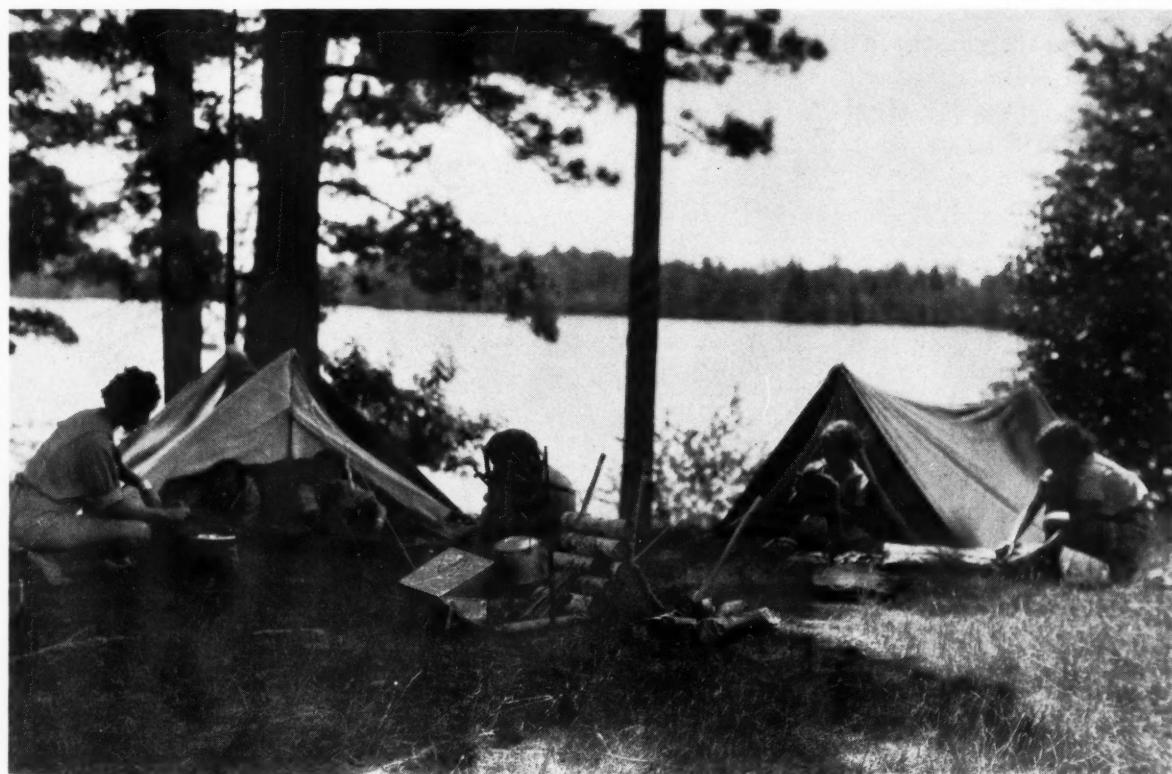
First we shall consider the different kinds of receptacles into which the raw or packaged food items are to be placed; secondly, the packing or carrying equipment into which the packed items are put for transportation; thirdly, a list of the more common foods and suggestions for the packing of each; fourthly, suggested "systems" of packing these large

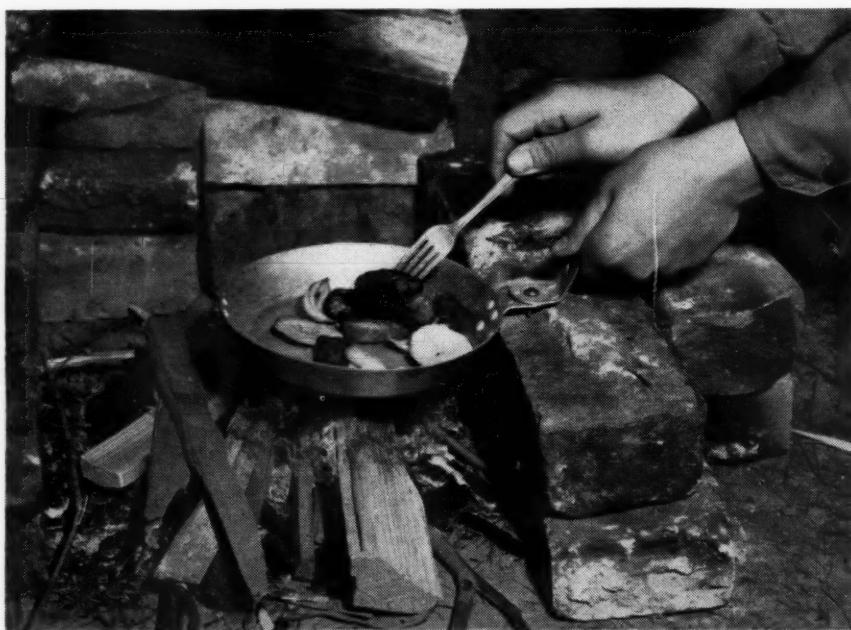
containers for the carrying and using processes; and last, some suggestions for further reading. It must be thoroughly understood that each camp will adapt these suggestions to its own needs and resources.

The most commonly used food bag is the white, paraffined cotton variety with a tie-string at the top, weighing from $\frac{3}{4}$ to 5 ounces, having a capacity of 1 pound to 25, and costing from \$.10 to \$.55 each. A newer and more expensive variety is the "Seal Sac" transparent zipper bag made of a strong Enduro-Fix treated silk, which is advertised as "waterproof, odorless, acid and mildew proof, unaffected by heat, cold, grease or boiling water, and easily sterilized." They range in size from 8" by 9" to 18" by 26" and cost from \$.55 to \$2.50. One of our collaborators has recently learned that canoe outfitters are using muslin bags made up in various sizes, rather than the waxed bags. They are cheaper, more easily laundered and kept clean, very durable, and when used inside a waterproof pack-sack or duffel-bag keep their contents satisfactorily dry. It is easy to make such bags at home. Each white bag should be labeled with a metal-rimmed tag, with a closed string attached, and the contents written legibly on both sides of the tag with indelible ink. In the camp packing room, immediately over the table where the food is handled, we have a

* The "average" trip is conceived of as including two leaders, and from four to eight campers.

—Courtesy *The Joy Camps*





Skilled Scout Hands Prepare a Quick Lunch

board with a row of nails, over each of which is written on adhesive tape the name of the food written on the labels hung underneath on the nail.

It is an axiom in packing food to be transported any distance on trips with children that glass jars should never be used. Therefore it becomes necessary to dispense with glass either as an original container or otherwise, and to use heavy cardboard, or aluminum or tin cans, the more commonly used of which is the screw cover, and the suction, friction, or compressed-top tins. If necessary, these can be purchased inexpensively in various sizes and shapes, in weights from 2 to 10 ounces. Aluminum canisters with screw covers weighing 3 ounces, 4" deep with a 3" top, sold by camp outfitters are also useful but are so thin and light that they are inclined to bend out of shape under the weight of the pack. With the help of friends an array of suitable tins of all sizes can usually be assembled during the winter, and no expense for these items is necessary. As an extra pre-

—Courtesy Scouting

caution, a strip of inch adhesive tape can be placed over the cover and well down each side of the can. The most experienced of our collaborators as far as "unorganized" camping is concerned makes a special mention of the fact that "we pack all cans, in spite of the tight lids, in individual white bags just in case the lids might come off," and in Section Three we shall follow this advice. Cans should be marked on both the side and the top. If the can is to be used for the same foods always, the

best way to mark it is to print with indelible ink on a gummed label and then shellac over the label. For temporary use, strips of waterproof adhesive, marked with waterproof ink, are satisfactory. Heavy waxed cartons (ice-cream variety) may be used often as a substitute for tins for jam, peanut butter, olives, etc., especially on shorter jaunts. Drinking water should be carried in kerosene cans,* in aluminum milk containers, or in porous canvas

* "Miscellaneous Camp Craft Hints." CAMPING MAGAZINE, May, 1939.

Experimenting with Jackknife Cooking

—Courtesy Scouting



Egyptian or western water-bags, which come in various sizes. The latter have the advantage of cooling the contents when hung in the shade, but the two former can be set in a cool brook or lakeside pool for the same purpose. The following foods are usually left in their own containers (but, as in the case of the tins mentioned above, may also be put into white bags): cereals, crackers, purchased prepared flour "mixes," processed cheese, etc. Canned goods are, of course, put directly into the larger containers. Small supplies of sugar are easily handled by using empty salt packages with the tin pouring spout, but the sugar containers must needs have infallible identification marks. It would be possible to put such a sugar shaker right into the white bag containing the larger supply and use the shaker around the cooking site.

We turn now to the second topic, that of the carrying equipment or large containers, into which the packed food is to be placed for transportation. The most commonly used container is the waterproofed duffel-bag with reinforced handles on side and bottom, throat and draw string at top. The 9" by 24" size in 13-ounce waterproofed fine Army duck weighs 1 pound and costs about \$2.50. The next size, 12" by 36", weighs an extra $\frac{3}{4}$ pound and costs \$3.00. These duffels are also obtainable with a lengthwise zipper. Adirondack pack-baskets in different sizes are popular in some regions, but they must be fitted with a waterproof covering for all-weather use. Lunch and hikers' bags, rucksacks, and the garden variety of knapsacks may be used for carrying food for shorter trips, but the two former are designed more for gentle strolls than for trips. The collaborator quoted above says, "Of all the methods of packing I have ever used, the Duluth pack-sack has been the most satisfactory. . . . We find that they pack into a canoe most satisfactorily of any containers." Collapsible water buckets with or without throat (but not with a spout) are especially useful to hold articles which must be kept upright and to pack the noon's lunch in when traveling.

Wooden boxes with rope handles are useful on canoe and boat trips, on gypsy trips where a conveyance is at hand, and, of course, are well-known in the Southwest, where the simple



—Courtesy Camp Fire Girls

Bean-Hole Beans in Texas

"chuck" box is slung over the pack-saddle of a horse or mule. These boxes should be made to fit the transportation facility itself and to hold cans, etc., handily. By nailing a wooden strip eight inches longer than the box to each side of it at the top edge, so placed that the strip extends out four inches at each end, handles are created by means of which two people walking one behind the other can carry the box easily. When one person must carry it, a rope loop is slipped under the handles and then pulled together above the box, by means of which the box is carried like a suitcase. Such boxes are sometimes refined to become a small, "swingable" pantry with hinged covers and divided into compartments for small staple supplies and gadgets. For back-packing purposes pack-boards or frames are to be recommended, as they are firm and steady when the load is properly assembled and lashed on the board.

For ordinary use, however, the canvas containers are the most practical, for when emptied they can be flattened and tucked into a larger

(Continued on Page 29)

Counselor Responsibilities For Health in Camp

FEW will disagree with the statement that parents send their children to camp to have a good time in a healthy and safe environment. Thus, health is one of camping's main objectives. If good health is not improved or at least maintained, then the camp experience has, in most instances, been a failure.

The trend in medical practice among children is towards a preventive outlook. This trend is becoming more widespread in the medical management of organized camps everywhere, and is in contrast with the old idea of treating things after they have occurred.

The responsibility for putting the health of the camp on a preventive basis rests with two divisions of the camp personnel: (a) the Medical Staff—Doctor and Nurse; (b) the Camp Staff—Director and Counselors.

Responsibility of the Medical Staff

(1) A report of a medical examination by the camper's own physician, together with all the facts which might be important in the event of any condition arising while the child is at camp, should be sent to the camp physician just before the opening date. An examination and report more than a week before camp opens, loses a great deal of its preventive value. A physician who has been supervising the health of the child previously, can give valuable advice regarding special and important points for insuring optimum health for the individual camper.

(2) A superficial medical examination can usually be made by the camp physician at the point of embarkation for camp, on the train to camp, or at the point where campers meet to enroll in the camp. If this is done before campers have mixed and come in too close contact with each other, it has a preventive value in eliminating early cases of infectious conditions. For example—an examination of the mouth, throat, tongue, inside of the cheeks, the skin of the neck and arms, will take only a few moments to carry out, and it will serve to detect infectious conditions which could be spread during the first few hours of close contact necessary in travel and in groups at the opening of camp.

By

J. H. EBBS, M.D.

Medical Director

THE STATTEN CAMPS

(3) A regular complete physical examination of each camper by the doctor should be carried out during the first few days.

(4) Information regarding special care, special needs, requests from family physician and parents, diets, serum injections, rest, etc. should be compiled as early as possible by the doctor, and given to each member of the staff who will have responsibility for the camper—(Counselor, swimming director, dietitian, riding instructor, etc.). Much of this information can be sent out or at least prepared before the opening of camp. It is embarrassing to find that in the rush of opening days in camp, some important medical or dietary instructions have been overlooked for a week or more.

(5) Records of weight kept by the medical staff should be made at frequent intervals to check and guide camp activity for the individual camper.

(6) Sanitary inspections should be under the direction of the medical staff.

Responsibility of Camp Staff

The activities of each camper throughout the 24-hour period are under the guidance and supervision of the staff. Here the counselor serves as the most important single force in determining whether or not preventive measures are practiced in the daily routine of the camper. A few brief notes are listed upon some of the points which deserve consideration by a first-rate counselor.

Morning Dip—This should not be compulsory. It should not be allowed for certain children who show a tendency to over-tiredness and children who are underweight. In any case, it should be a dip and not a swim.

2. Teeth.—Improper care of the teeth dur-
(Continued on page 26)



THE years ago last September, after a very strenuous camp season, I visited some friends in their home at the beach of a land-locked New England harbor. I was in need of a rest, before beginning a winter's work. Just before retiring, my hostess said apologetically, "I hope you will not be awakened too early by the chattering of the turtles." "Turtles?" I queried in amazement, "since when do turtles chatter loudly enough to wake an exhausted camp directress?" I hadn't been aware that turtles chattered at all. Laughingly, she replied: "Well, see for yourself." At seven, I was aroused by a noise that sounded like a group of happy youngsters going down to the beach for a morning swim. From my window, however, I saw a procession that looked like giant colored turtles walking upright, as though they had just escaped from the pages of Alice in Wonderland. Soon, I was down on the sands among them. In front of each

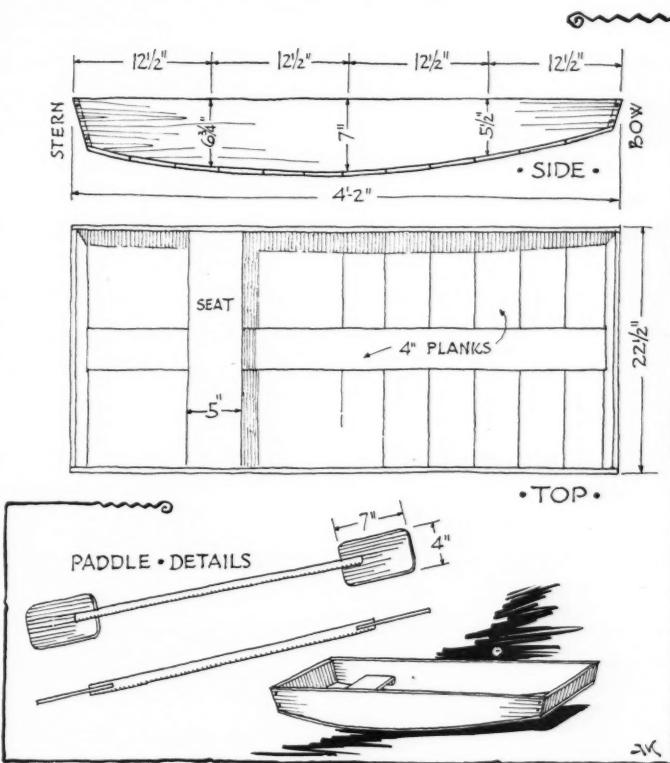
Platter Boats

By
MRS. B.A. SINN
Director
Camp Severance

colored turtle shell was a rosy, sun-tanned youngster, proudly carrying this shell on his back. The shell wasn't a shell at all . . . it was a platter boat, and in a moment they were successfully launched, and the little flotilla was scurrying across the calm waters of the harbor.

We built our first platter boat at Severance the following spring. The boat, having but one seat, holds one person. In order to propel it the passenger uses a double-bladed paddle. A

(Continued on page 20)



Breakfasts In Camp

By

ANDREW L. SCHAILER

Director of Food Research

Ad. Seidel & Son

BREAKFAST in any institution is the most difficult meal to serve satisfactorily—most difficult from the standpoint of cost and diner satisfaction.

In the summer camp the breakfast meal is particularly a problem because in addition to satisfying dietary requirements, in many cases one must contend with limited facilities and the characteristic problems which arise from the use of short-term cooking personnel. Generally speaking, without the complicating factors of cooking personnel and lack of equipment, breakfast is costly because of the frequent inclusions of eggs and bacon or ham, both of which are very expensive even in small portions and the diner "never gets enough."

If we adopt as a standard for purposes of discussion, a cost of 36c to 48c per day per person, an allotment in excess of 12c to 16c for breakfast would necessarily mean the lack of desserts and garnishes and "extras" at dinner and supper. Further for the optimum handling of the budget for food purchase, it behooves the intelligent camp director, dietitian or cook to allot no more than the 20% of the day's menu cost to the serving of breakfast, which on the face of it, makes a cost of 7.2c to 9.6c per person per breakfast on the basis of the above daily per capita raw food cost figures.

At these figures it becomes apparent that the inclusion of even one egg and a small service of a pork product, whether it be sausage, ham or bacon, will absorb an excessive amount of this allowance still leaving you to provide for beverage, bread, spreads for bread, and fruits or juices. This being so, the inevitable taking refuge in eggs for breakfast becomes a "must not." In spite of the frequent assertion that there are 1001 ways of serving eggs, it will be found that the majority of these methods of serving apply only to the small family and cannot readily be adapted to mass feeding, particularly for summer camps where equipment, cooking personnel and serving personnel are less than the optimum desired.

The practical ways of serving eggs for summer camp mass feedings resolve themselves for example, into hard-boiled eggs, soft-boiled eggs, omelets of the various types and occasionally individually fried eggs.

Repetition of these dishes in this manner over a two-week period leads to dissatisfaction in spite of high cost. It becomes of paramount importance to those charged with the feeding program to modify their choice and selection. Below are listed in consecutive order twenty-eight breakfast main-dishes which are low in cost and which give a choice of two breakfast main-dishes for each of the 14 days of the average two-week camping period.

- Vegetable Fritters, Cheese Sauce
- Eggs and Asparagus au Gratin
- Baby Beets au Gratin on Toast
- Scrambled Eggs
- Creamed Broccoli on Toast
- Pineapple Fritters
- Creole Omelette
- Cheese Cutlets with White Sauce
- Scrambled Eggs with Kidneys
- Corn Fritters with Bacon
- Creamed Asparagus on Toast
- Beef Pancakes with Catsup
- Navy Bean Breakfast
- Hard Boiled Eggs
- Rice Pancakes
- Deep Fried Pea Cakes
- Hard Boiled Egg Croquettes
- Hashed Browned Potatoes with Sausages
- Beef Brains and Eggs
- Spanish Omelette
- Janet French Toast
- Fried Tomatoes
- Griddle Cakes and Sausages
- Eggs a la King on Toast
- Apple Fritters
- Banana Fritters
- Corn Flake Omelette
- Chipped Beef on Toast.

It will readily be seen that while not a radical change most of these dishes go below the normal expected financial outlay for breakfast and are still nutritionally balanced and pleasing to the eye and palate of the diner.

Too, the judicious use of eggs in other forms and in smaller gross quantities likewise makes available the necessary 35% money cost of the day's allotment for dinner and 45% for supper, which, together with the 20% money cost for breakfast makes up the ideal distribution on all statistical standards consulted, for menus in the summer camps.

The use of ingenuity on the part of the cook, dietitian or director will overcome the bugaboo of breakfast-at-high-cost by giving palate-pleasing, desirable, low-cost, nutritious breakfast main-dishes, which will enable this distribution of money as above outlined.

If you are able to properly adjust your budget and the appetite to breakfast, it becomes immensely easier for you to serve a satisfactory dinner and supper with the very desirable additions of appetizers, garnishes and desserts.

It has frequently been said that the "handling of the meat component of the daily feeding of any group is a direct index to the efficiency of the buyer and the cook." If we include with the meat component of the ration, the protein fish and eggs, this statement can be the motto of any food buyer or server and, with this thought in mind, the writer of this article invites any reader to send to the writer of this

magazine the menus of any period for critical examination.

Appended to this article is a chart which shows the daily dietary balance in terms of *dishes*. The rules taught in home economics courses to high-school students, at the beginning of dietitian's courses, and to the public at large, for an adequate balanced diet are very simple. They require one quart per child, one pint per adult of milk, one cooked, and one uncooked green vegetable daily, one cooked and one uncooked fruit including one citrus fruit or juice daily, adequate protein in the form of fish, meat or eggs, and the necessary addition of energy giving foods, so that the food intake is sufficient to create energy, build and repair the tissues, and regulate the processes of the body. You can analyze menus for a proper balance of proteins, carbohydrates, fats, minerals, vitamins, and water in infinite charted detail. However, for the camp director, not desiring to become a dietitian as such, or a food economist, in addition to his other duties, the use of this very simple chart will reveal instantly any *gross* deviation from normal diet.

For instance, if in the columns "Fruits and Vegetables Green" there are less than 28 such

(Continued on Page 33)

Recommended Menu Submitted as Accompaniment to the Illustrative Schematic Plotting of a Typical Institutional Menu Critique.

The following rules were formulated and followed in planning this model suggestive menu:

1. Not too great a deviation from present feeding habits.
2. Minimum of one, preferably two helpings fruit, one fresh.
3. Maximum variety of low technique and low cost breads.
4. More butter, with alternate spreads liberally supplementing.
5. Wider variety of beverages, supplementing coffee.
6. More soup, to cut main dish meals with low cost bulk.
7. A green uncooked salad daily.
8. A green cooked vegetable daily.
9. Second vegetables, when used, to avoid starches.
10. Wider variety of low cost attractive "Seidel" desserts.
11. Main dishes designed to use left overs and less tender cuts of meats. Avoiding high cost meats and using meat substitutes.

DAY	M	FRUIT	CEREALS	BREADS	SPREADS	BEVERAGE	SOUPS	SALADS	VG. GREEN	VEG. 2nd	POTATOES	DESSERTS	RELISHES	MAIN DISHES	
Sun.	B	Gr. Fruit	C. Flake	Muffins	Butter	Milk								Sausage Omelette	
Sun.	D			WW Bread	Butter	Coffee	Vegetable	Lettuce	Btr. Pea		Mashed	Gelatine	Imp. Grvy	Roast Lamb	
Sun.	S	Bananas		Rolls	Mustard	Tea		Coleslaw	Spinach	H-B. Eggs		Sht. Cake		Cold Cuts and Cheese	
Mon.	B	St. Prunes	Ralston	Rolls	Butter	Milk							Jelly	Griddle Cakes	
Mon.	D			Corn Br.	Jelly	Cocoa			Endive	Kohlrabi	Egg Plant	Boiled	Cup Cake	Pickle 1/4	Veal Shoulder
Mon.	S	Apples		Rye	Preserve	Coffee	Crm. Pnut	Escarole	Greens			Pot. Cake	Crm. Pie	Sauce	Liver Creole
Tue.	B	Oranges	Puff Rice	Toast	Butter	Milk									Chipi Beef on Toast
Tue.	D			Rolls	Mustard	Tea	Rice Tom.	Cabbage	Broccoli			Baked	Ice Cream		Franks and Crout
Tue.	S	Pears		White	Jelly	Coffee			Waldorf	Green Bn.		Noodles	Fruit Pie	Pan Gravy	Roast Beef a la Mode
Wed.	B	St. Peach	Hominy	Zweibak	Butter	Milk								Marmalad	French Janet Toast
Wed.	D			Brown	Butter	Coffee			Combintn	Carrots	and Peas	Roast	Layer Ck		Swiss Steak
Wed.	S	Peaches		Nut Loaf	Jelly	Coffee	Navy Bean	Fruit	Crm. Peas	Bakd Corn	Au Gratin	Sherbet		Tom. Sauc	Hamburg Cakes
Thu.	B	Mix Fruit	Shrd. Wh.	Biskits	Butter	Milk								Marmalad	Buckwheat Cakes
Thu.	D			Mx. Bread	Jelly	Tea	Crm. Cly.	Lettuce	Brsl. Spr.				Stollen	Cuke Chp	Steak and Kidney Pie
Thu.	S	Plums		Rye	Butter	Coffee			Chef's	Asparagus		Macaroni	Crm. Dsrt	Preserve	Beef Fritters
Fri.	R	Pineapple	Rld. Oat	WW Toast	Butter	Milk								Jelly	French Janet Toast.
Fri.	D			White	Butter	Coffee	Oyster	Tuna Fish	Boil Ppr.		Tomatoes			Vinegar	Brown Bean Loaf
Fri.	S	Tangerine		WW Bread	Preserve	Tea		Celery	Cr. Peas	Carrots	Mashed	Cof. Cake		Tomato	Deep Fried Pea Cake
Sat.	B	St. Aprcl.	Wht. Puf.	Cof. Cake	Butter	Milk									Baked Egg & Bacon
Sat.	D			Brown	Butter	Chocolate			Not. Pota.					Pickle 1/4	Chilli Con Carne
Sat.	S	Apples		WW Bread	Butter	Coffee	Noodle	Cabbage					Sht. Cake	Mustard	Cold Cuts and Cheese

PACK-TRIP TECHNIQUE

For Pack-Trip Counselors

By

HUGH A. HUNTER
Pack-Trip Counselor,
Camp McCoy

IMPROVED roads and automobiles have brought nearly all of our better camps too near to civilization for them to fulfill entirely their proper mission. Since it is not usually feasible to move these camps farther back into more primitive regions, there arises the need for more and better pack-trips. The technique of pack-trips does not seem to have been worked out heretofore. Many camp counselors hesitate to conduct them. It will be the purpose of this article to set down a few guiding principles, previously tried out by the author, to aid and assist whoever may be directly in charge of such trips. We may call this man the pack-trip counselor.

The first thing this counselor should bear in mind is that successful pack trips do not "just grow" or merely happen. They must be carefully planned and supervised. When one assumes for a week entire responsibility for a dozen or more modern, city-bred boys, completely ignorant of semi-primitive outdoor life, not to mention the care of several half-wild range horses, nothing should be left to chance. It is better to be safe than sorry. Pack-trips can be safe, pleasant, and worthwhile from an educational point of view. To see that these criteria are met is the chief and only function of the pack-trip counselor.

—Courtesy Union Pacific Railway





—Courtesy Camp McCoy, San Francisco V.M.C.A.

Planning the Trip

Before proposing such a trip to the boys, the pack-trip counselor, with the camp director, should plan the general itinerary and the duration of the trip. The usual time is three, five, or seven days. The party should leave at a specified time, traverse a rather well-defined region, and return at a stated time. A thorough study of both ordinary local, and topographical maps is necessary in order to obtain accurate information about trails, streams, lakes, canyons, mountains, and other topographical features. In general the return should not retrace the trip out. Before any specific announcement is made, a check should be made to see whether pack animals, packing equipment, and food can be secured.

The time is now ripe to announce the pack-trip and to call a meeting of all boys and counselors interested in it. At this meeting all phases of the trip may be discussed and, of course, the numerous questions answered. The objectives of the trip must be well understood—fishing, swimming, exploring, mountain-climbing, or a

combination of several of these activities. The pack-trip counselor should make it clear that the trip is going to be a pleasant experience, a bit difficult perhaps but not too strenuous. Some practical diplomacy may have to be exercised to keep the group down in numbers, as it is better not to take many at first. Large parties travel too slowly, multiply the problems, and consume too much food for the usual allotment of pack-animals. Those too individualistic and those physically unfit to benefit from such a trip should be left behind for the good of all concerned.

Once the group is reduced to the desired size and its personnel definitely known, the counselor can get down to final details. Probably this will be the first trip of the kind for practically all of the boys. Therefore all directions must be full and specific. Each boy must carry his own plate, knife, fork, spoon, cup, towel, toilet soap, tooth brush, tooth paste, two extra pairs of socks, and a change of underwear in his knapsack. He must roll his sleeping bag as compactly as possible, and bring to a desig-



—Courtesy Camp McCoy, San Francisco Y.M.C.A.

nated starting place. Each boy may bring fishing tackle, flash light, camera, and a few other personal items if he wishes. They must be told to wear stout, comfortable shoes. Oxfords and tennis shoes, like blanket rolls, are not advisable for these trips.

Menus and Food Packing

Now the counselor's attention can be turned to the all-important menu. Boys on pack-trips can be fed as well as in camp. In fact, most of them say they like trail fare better. With the help of the assistant counselors, and perhaps a couple of boys, the menu can be worked out on a dietetically sound meal-to-meal basis. The menu for a five-day trip, for instance may be something like this:

FIRST DAY

Breakfast—Bacon, Eggs, Toast, Jam, an Orange or Banana, Cocoa

Lunch—Cheese on Toast, Pears, Punch

Dinner—Steak, German Fried Potatoes, Corn, Prunes, Punch

SECOND DAY

Breakfast—Oatmeal Mush, Toast, Cocoa, Grapefruit

Lunch—Creamed Tuna (pad with peas) on Toast, Punch

Dinner—Hunter's Stew (meat, potatoes, carrots), Peaches, Punch

THIRD DAY

Breakfast—Bacon, Eggs, Toast, Cocoa, Stewed Apricots

Lunch—Spaghetti and Cheese, Peaches, Punch

Dinner—Corned Beef Stew (peas, corn, tomatoes, pilots' bread, corned beef), Prunes, Cocoa

FOURTH DAY

Breakfast—Hot Cereal, Stewed Fruit, Pan Bread, Cocoa

Lunch—Toasted Spam and Cheese Sandwiches, Punch, Apple Sauce

Dinner—Navy Beans, flavored with bacon and onions, Pan Bread, Jam, Prunes, Punch

FIFTH DAY

Breakfast—Hot Cakes and Syrup, Apple Sauce, Cocoa

Lunch—Bologna Sandwiches, Pears, Punch

Dinner—At Camp

From this menu, taking into consideration the size of the group, it is easy to weigh, measure, and set aside the proper amount of food. Sufficient food should be taken, but little to waste or bring back.



*Do You Know How to
Throw This Lone-Jack
Diamond Hitch?*

*Hugh A. Hunter Will
Tell You in the
June Issue*



Courtesy San Francisco Boys' Clubs

The head of the commissary can now be seen at his less-busy hours, and the food actually segregated and placed into the pack-sacks ready to hang onto the saddles. The heavy materials such as the jumbo (gallon sizes) cans of fruit should be put into the bottom of the sacks, which must balance when full and not weigh over 75 pounds apiece.

Here are a few hints that may help in easily and properly feeding such a group. Because of the weight factor, much of the food will have to be in dehydrated or dry form. Certain dried fruits, notably apples, apricots, and prunes, are delicious either in the dried or stewed form. Hard-tack (pilots' bread), macaroni, spaghetti, oatmeal, and prepared flour are easily carried and are relatively light in weight. Enough good steak should be taken for at least one big steak dinner the first night out. Chipped beef, canned roast beef, corned beef, bologna, possibly frankfurters, bacon in slabs, Spam, and tuna fish are other acceptable forms of meat. Eggs are safely carried if packed in oatmeal, barley (for the horses), or even flour. They must be

packed, of course, in metal containers, such as gallon tin cans or sal soda buckets with crimped tops, and must not touch each other. Cheese makes a welcome change in the diet, while a few onions for seasoning and enough potatoes for one or two dinners may be included. Sufficient coffee for the counselors should be taken. For canned vegetables consider peas, beans, corn, tomatoes, and possibly carrots. Do not forget enough canned milk for cocoa. Pie fruits, canned without sugar or water, make splendid desserts and are considerably lighter in weight than other canned fruit. The best canned fruits are apples, peaches, apricots, pears, and grapefruit. Enough small oranges for several servings can no doubt also be added. Punch in various flavors, "bug juice," as the boys call it, is a prime favorite on the hike, especially on hot days. Bread can best be transported if compacted in pasteboard boxes and kept covered as well as wrapped. Once the wrapper is opened, bread dries out rapidly in the rare mountain air, but of course can still be used

(Continued on Page 33)

A Challenge to Camp Directors

A Guest Editorial

I have just finished reading the "Questionnaire on Camp Counselors", which the American Camping Association asks us to fill out, and my feeling is one of real humiliation.

We are asked to express an opinion on the training and experience which would seem to be an adequate preparation for the job of counseling. In the midst of the many questions about what we should expect with regard to courses on education, guidance, and psychology, how much special training in 'techniques of counseling' and how much field work are necessary, I find two others. They are:

1. Do you believe it would be desirable to professionalize the position of camp counselor along lines similar to teaching, medicine, etc.?

2. Do you think the pay of the counselor in the average camp makes it desirable, possible, or unfair to require special training as a prerequisite?

These are two very challenging questions for camp directors, the first one especially so, and cannot be answered lightly, it seems to me.

Are we really a professional group ourselves? A profession must have definite standards to be able to demand recognition. It takes years of preparation before a man or woman can hope to be trusted as a doctor, and to be a good doctor means constant study to keep up with the new in medicine. It is impressive to the lay mind to note the serious attention that doctors give to the American Medical Journal as it reaches them weekly with its reports of new discoveries or new approaches to old treatments which their fellow physicians are working upon. School leaders, too, must give evidence of knowledge of trends in education to retain the respect and confidence of their parent groups.

How about camp directors? At present, anybody can start a camp and, in so far as I have been able to discover, the only check that the State authorities can exercise upon us is with regard to the condition of our sanitary set-up and its relation to the health of our campers. We can do anything to their minds and souls and not be called to account!

There is a reason for this, I think. The camping movement in its largeness is a very recent development and the public in general hasn't enough knowledge about us to be aware

of our potentialities for good or evil. We have only to think of the reasons which influence many parents in their choice of camp to realize how little they know about what we consider to be the real values inherent in what we are trying to do. We have a chance, therefore, to keep ahead of the game instead of waiting until such awareness develops, even though it is very human to drift when there is no such check. We must be on the alert for opportunities to learn, and to keep the apprentice attitude of mind is still necessary because of the newness of camp directing.

Unfortunately definite training courses with certificates of attainment are not available at present. Some day, perhaps, a prospective camp director will be certified just as a doctor and a teacher are today. We do have at hand now, however, two 'open doors', so to speak. They are our Section organizations and *The Camping Magazine*. If interest could be aroused in the forming within the Sections of small study groups, which would do pieces of real research and which would report their findings in *The Camping Magazine*, much valuable information and also much challenging material could become available for us all.

A very important function of the director in camp is to be able to lead wisely in the adventure of living in an organized community. He must have constructive suggestions for group planning, he must know a lot about the reactions of children to each other, he must be thoroughly conversant with the difficulties of being a camp counselor, and he must provide ways and means for every one to attain satisfactions from the summer—counselors, campers, kitchen staff, and himself. There is no royal road to this knowledge, *but*—to study books written by masters in the many fields which a camp experience touches and to talk through these ideas with other like-minded people ought to keep us pretty wide-awake and up-to-date. Group leadership, discussion technique, the application of progressive education to problems in camping, problem behavior, and guidance in camp—all these we are expecting our counselors to be conversant with. Are we ourselves living in glass houses?

With regard to the other question, I wonder how many of us would dare attend a sympos-

ium of counselor bureau placement representatives and hear them discuss counselor salaries—what directors offer and what they expect in return.

Before being too optimistic in answering these questions, I, for one, must set about to be very sure that my 'own house is in order'. How about you?

Emily H. Welch.

Personnel Referral Service

COLORADO MAN—Wants to invest money and personal services in successful growing Boy's Summer Camp or Private School in Colorado or the Southwest. Experience has been College Professor, Landscape Architect and National Park Technician. Give substantial details in first letter. Address Frank H. Culley, 10506 Tennessee Avenue, Los Angeles, California.

RICE INSTITUTE GRADUATE, 21, desires position leading devotions and religious life. Experienced speaker and leader in spiritual development. Handcraft supervisor. Experienced in tutoring Spanish, English, Biology, and History. Former camper. References. Expenses desired. Annie Pearl Davis, 7809 Magnolia, Houston, Texas.

DARTMOUTH MAN—Desires position as waterfront, athletic or campfire director. Experience includes Y.M.C.A. and church work, (including teaching, preaching and accounting). Four seasons' experience as counselor. Eagle Scout; American Youth Foundation Life Saving; Boy Scout and American Red Cross Life Saving Examiner. Age 21 years; Protestant. Desires \$25 per week and living expenses. Address George A. Wrisley, 306 South Fayer, Hanover, N.H.

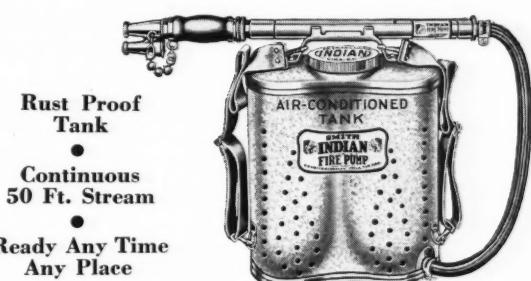
WANTED—Position as Camp Director by Superintendent of Schools in a Mid-West city. Wife, physical education and recreation director, available for camp employment also. Years of experience working with children. Specialist in riflery. Address Box 202, THE CAMPING MAGAZINE, Ann Arbor, Michigan.

GRADUATE NURSE—Wants a position in a camp as nurse between August 9 and September 2. Address reply to Box 2A, THE CAMPING MAGAZINE, Ann Arbor, Michigan.

UNIVERSITY GRADUATE—With background of teaching and extensive camping experience desires position as camp counselor, unit or nature study leader. Experienced also in vocational guidance and teaching of physically handicapped. Address reply to Box 913, THE CAMPING MAGAZINE, Ann Arbor, Mich.

WOMAN DOCTOR—Twenty-seven years of age; graduate, Hamburg, Germany 1937. Eight months' internship in Hamburg; eighteen months' in Grade A hospitals in the United States, desires position as camp physician. Please mail replies to Dr. Inge Syllm, Peoples Hospital, Akron, Ohio.

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MATURE WOMAN COUNSELOR—Desires position in girls' camp. Specialist in dramatics. Ten years' teaching experience. Single, Protestant. Address Miss Florence I. Eaton, 1547 Kentucky, Lawrence, Kansas.

POSITION DESIRED—As waterfront director or counselor; experience: 2 years' waterfront director at B.S.A. Camp Hoffernan; 3½ years Illinois State Normal University majoring in industrial arts and physical education. Can teach canoeing and dramatics. J. Harold Hardesty, 1605 S. Center St., Bloomington, Illinois.

WANTED—Riding instructor position in girls' camp. 23 years old, 2 years' counselor experience; owner of a stable; references furnished. Anne Oldham, 2112 Laura St., Jacksonville, Florida.

YOUNG EXPERIENCED COUNSELOR desires position in girls' camp to direct social, educational and recreational program. Excellent qualifications and references; Masters Degree in guidance and personnel, Columbia University. Prepared to teach academic subjects, arts and crafts. Present position, counselor at Stephens College. Address reply to Box 909, THE CAMPING MAGAZINE, Ann Arbor, Michigan.

ASSISTANT in preparing and planning foods. Can supplement time in camp activities—swimming, crafts, etc. Six years' experience as counselor. Holds Senior Red Cross Life Saving Certificate. Major student in institutional administration. Mary Lloyd, 1339 No. 37th, Lincoln, Nebraska.

HAVE YOU A POSITION FOR Director, canoeing and sailing; holder of International American and Canadian championships; 35 years' experience in camp life; Coach, Toronto Canoe Club. Lecturer and demonstrator, Ontario Safety League. Address Reginald Blomfield, 95 King Street E., Toronto, Ontario, Canada.

DIETITIAN—Trained and experienced in food work, age 41 and in excellent health, wants employment in summer camp. Direct communication to Ruth Davidson, 5343 Hamilton Ave., College Hill, Cincinnati, Ohio.

MUSIC DIRECTOR OR CAMP MOTHER: Mature woman holding degree of Master in Music Education desires position as music director or camp mother. Ten years' experience. Address Ella M. Wright, 1020 Beech St., Pine Bluff, Arkansas.

EXPERIENCED COOK: White woman desires work in Michigan camp. Twelve years' experience; 2 years' home economics. Address reply to Box No. 723, *The Camping Magazine*, Ann Arbor, Mich.

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Platter Boats

(Continued from Page 11)

ten-year-old can easily carry the platter boat. Our younger children use these boats as soon as they swim well enough to take care of themselves in deep water. The first trials consist mainly of falling into the lake, and climbing back into the platter boat, but after the campers master the secret of proper balance, they develop an amazing technique and speed, and they enjoy form-paddling and racing of endless variety. The platter boats were built primarily for the younger group, but, of course, the older girls and the staff wanted to try their skill. It is quite a neat feat for a person weighing one hundred pounds or more to keep her balance and to prevent the boat from filling with water. We now have a fleet on the lake. Not only do they provide fun galore, but those who use them become used to being close to the water; they attain a mastery over the craft that is invaluable on longer and more intricate trips.

The platter boats are not hard to build. We make them of $\frac{1}{2}$ inch white pine or cedar planking, cut 4 inches wide. The boards at the stern and bow are put in with screws. For all other construction we use No. 6 galvanized nails. The seat is 5 inches wide, and is $1\frac{1}{2}$ inch from the floor of the boat. When the boat is finished, we put it into the water to swell, take it out, dry it, give it one undercoat of paint, and another coat of good quality enamel. The drawings speak for themselves, and can easily be followed. The project of building platter boats appeals to children of all ages.

GIBSON'S BOOK REDUCED IN PRICE

H. W. Gibson's *Camp Management* has been reduced to \$4.00 per copy. It is available through the American Camping Association.

Trip Counselors' Conference

The Camp Counselor who desires to educate himself further in any field, finds no difficulty in the so-called standard activities such as handcrafts, swimming, life-saving, water sports, tennis, archery and the multitude of land sports. But when it comes to the simple (?) activity of taking a group of campers on an overnight trip he has to rely on his own ingenuity and the bits of knowledge and experience gained by the trial-and-error method, unless he is one of those fortunate enough to have had actual opportunity to live in the open for weeks on end.

The Trip Counselor should be the most versatile person in camp. He must not only be a leader of children, enthusiastic and resourceful, but skilled in the whole general set-up of outdoor living. This includes the knowledge of health and sanitary conditions,—actual ability to shelter and feed his group and judgment as to the necessary precautions for their protection.

It is well known that Trip and Campcraft Counselors, who have adequate training and experience, are hard to find. It was with this thought in mind that the Maine Camp Directors' Association, three years ago, instituted its Campcraft Conference which was to help train leaders for its Junior Maine Guide project. This year the program is to be enlarged and broadened and will be called, "The Trip Counselors' Conference." This Conference is an opportunity for all trip leaders to check on the knowledge they have already acquired, to learn some new and safe methods for living in the open either on mountain hikes or canoe trips. It will be a grand chance to swap ideas, recipes and experiences.

This Conference is open to Trip and Campcraft Leaders, both men and women, with some previous experience. The camp that wants to improve its trip equipment, kinds of shelters, menus, paddling and poling technique and general outdoor procedure would do well to send its leaders to this Conference. The Instructors, many of them well-known Maine Guides, will give actual daily practice in the Art of Living Out-of-Doors and Loving it.

OUTLINE OF THE COURSE OFFERED AT THE CONFERENCE

Harry Jordan, Maine Guide

CANOEING: Use of Pole as well as the Paddle. White-water work. Rescue methods. Landings. Proper loadings. Methods of carrying and transporting. Canoe construction, repairing and rules of safety.

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A Homemade Pottery Kiln

AN expenditure of from about sixty to several hundred dollars for a pottery kiln is often prohibitive to the average camp, even though the cost may be more than justified by the return. The construction of a kiln by staff members, aided by older campers, comprises an unusual project as well as an alternative which makes it financially possible for any camp to own a kiln.

It is the purpose of this article to present plans and working directions which will enable an inexperienced person to construct a kiln. This particular kiln has been designed to meet the following requirements: Safety, minimum construction cost, ease of construction, and simplicity of operation. The size, about 340 cubic inches actual firing space, was found to be adequate for a group of fifty campers.

In the interests of safety and ease of operation, electricity was chosen as the source of heat. Electrical heat is more expensive than gas heat, but the additional expense is offset by the difficulties avoided in the kiln operation, particularly if colored glazes are to be used.

The cost of materials will vary from \$25 to \$30, depending upon economical selection of miscellaneous materials such as switches, wire, and sheet-rock or similar material for the case. The operating cost, depending upon the electric power rate and the safe firing time for the ware, may be as low as twenty-five cents per firing, and will rarely exceed fifty cents.

A comparatively new ceramic product, light-weight insulating brick, has placed simplified kiln construction within the ability of inexperienced persons. These brick are of sufficient strength for the purpose, yet are so soft that they may be drilled or sawed to any desired shape as easily as wood. It is wise, however, to use inexpensive hack-saw blades and drills of the ten-cent-store variety, be-

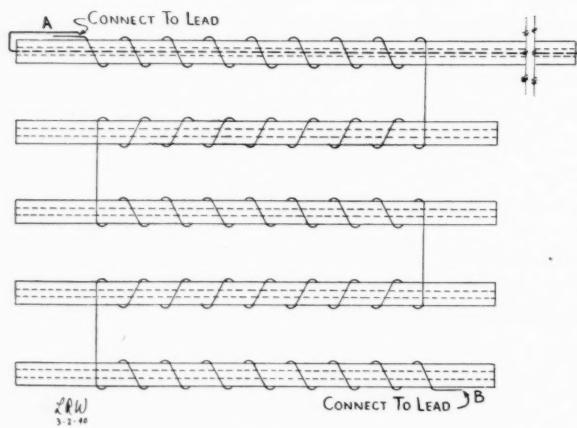


FIG 5

By
L. R. WHITTINGTON

cause the brick are quite abrasive in spite of their softness, and will quickly ruin an ordinary cutting tool. Another important advantage of this type of brick lies in its insulating properties. A five-inch-thick wall of light-weight insulating brick is equivalent in heat insulation value to a wall of ordinary firebrick thirty inches thick.

MATERIALS REQUIRED		Approx.	
Quantity	Material	Cost	Dealer or Mfr.
30	"777" Insulating Brick	\$3.90	Harbison-Walker Co., Farmers Bank Bldg., Pittsburgh, Pa.
45	"111" Insulating-Refractory Brick	8.50	Harbison-Walker Co.
2	Fireclay Slabs, 1" x 9" x 18"	1.80	Massillon Refractories Co., Massillon, Ohio
18	Porcelain Tubes, $\frac{3}{8}$ " dia. x $12\frac{1}{2}$ " long	1.80	Louthan Mfg. Co., East Liverpool, Ohio
2	Heating coils of Chromel A wire, 16 Gauge, each containing 12.1 ohms resistance, and mandril-wound to tight coil of $\frac{3}{8}$ " inside dia. Also, 10 feet of same wire, straight	2.00	L. H. Marshall Co., 2525 N. High Street, Columbus, Ohio
1	Steel Plate, 19" x 19" x $\frac{3}{16}$ " thick	1.50	
2	Box-switches with fuses, capable of carrying 20 amperes	2.00	
1	Household switch, 5 ampere. "On and off" indication desired	0.50	
	"BX" Cable for connections		
	No. 10 Copper wire for connections		
	Sheet rock or similar material for case		

Choosing a Site.—Because of the excellent insulating qualities of the light-weight brick, no fire hazard will be encountered if reasonable precautions are taken. The kiln may safely be operated inside any building which is free from inflammable vapors such as paint or gasoline, but should be kept at least 18 inches away from any wooden wall. If the kiln is to be placed on a wooden stand, a layer of left-over insulating brick, $2\frac{1}{2}$ " thick, should separate the top of the stand and the steel base plate of the kiln.

It is of course important to choose a site convenient as regards both source of electricity and location of the pottery area. The kiln should be constructed at its permanent location, to avoid loosening the brick joints by moving.

Floor Construction.—Place the steel plate upon whatever foundation has been prepared, and upon

(Continued on pages 23 and 24)

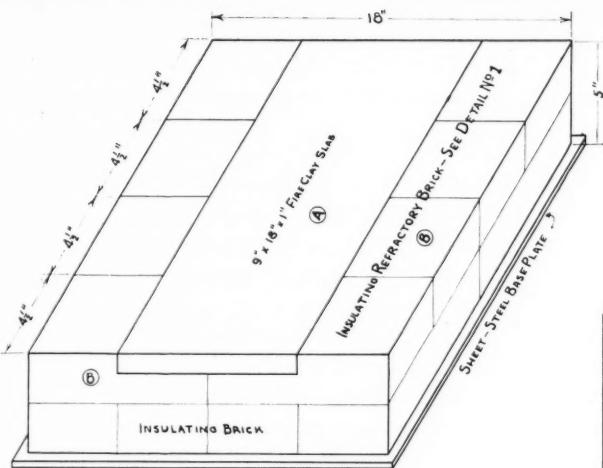


FIG. 1

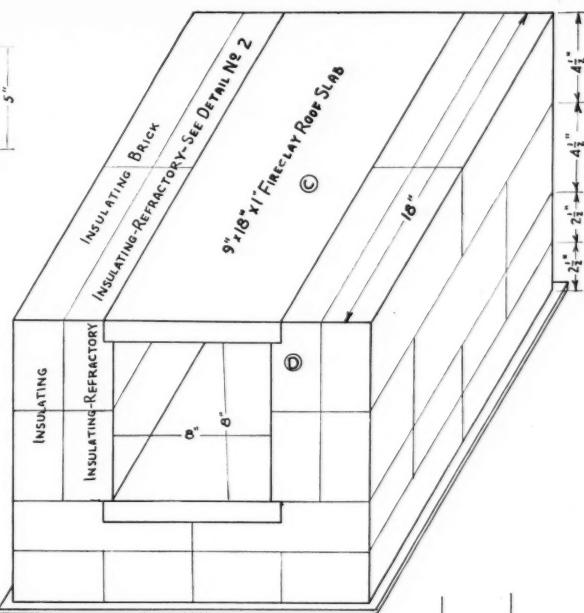


FIG. 2 - SIDE WALL AND ROOF SLAB ASSEMBLY

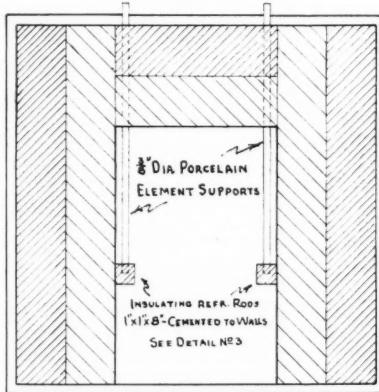
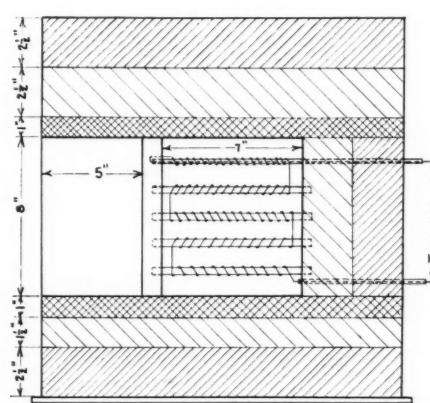
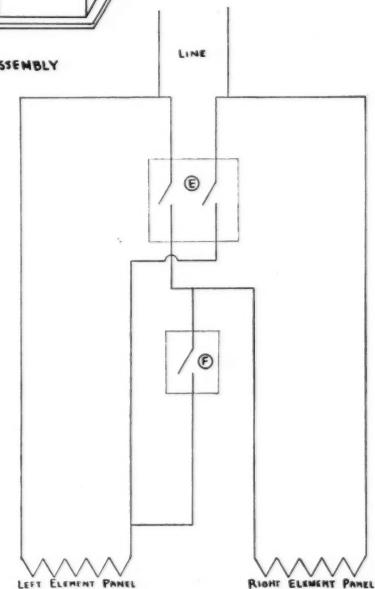
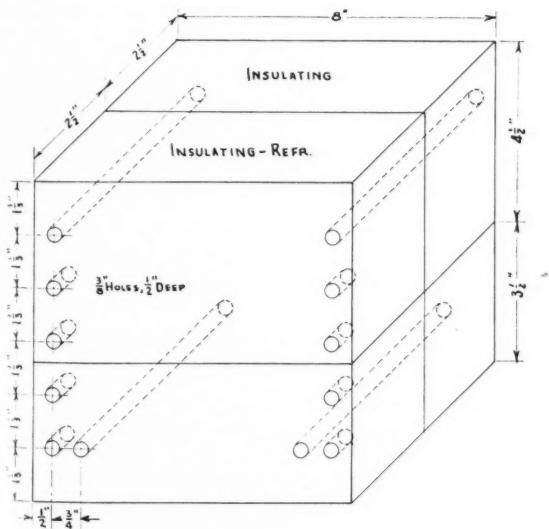
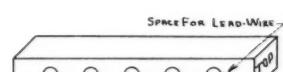
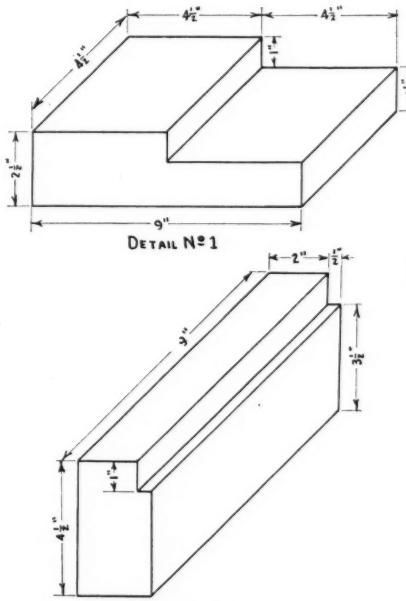
FIG. 3 TOP SECTION VIEW
SHOWING REAR WALL CONSTRUCTION
& METHOD OF SUPPORTING ELEMENT RODSFIG. 4-SIDE SECTION VIEW
REAR WALL CONSTRUCTION & ELEMENT INSTALLATIONFIG. 5
CONTROL SYSTEM DIAGRAM

FIG. 6 BACK WALL DETAILS



DETAIL NO 3

LEGEND
 INSULATING BRICK
 INSUL. REFR. BRICK
 FIRECLAY

it lay eight insulating brick as in Fig. 1. Some authorities recommend that a fireclay mortar be used between brick joints, but it has been the author's experience that, providing the structure is not to be moved after construction, it is more satisfactory to lay brick without mortar. The temperatures encountered throughout the structure are sufficient to destroy a portland-cement mortar, but not high enough to cause a fireclay mortar to "bond." If all joints are made clean and square, so that they fit tightly together, no appreciable heat loss will be encountered and much annoyance due to loosening mortar will be avoided.

The second layer of brick must be cut so that a groove is formed to accommodate the fireclay slab. (See "A" and "B" of Fig. 1, and Detail No. 1.) Select eight insulating-refractory brick and mark them as illustrated in Detail No. 1, using a carpenter's square. Cut along the lines with a hacksaw, and arrange the shapes as in Fig. 1. Now fit one of the fireclay slabs into the groove thus formed. If a perfect fit is not obtained, the grooved brick may easily be "dressed down" to the proper size with an ordinary flat file.

Side Walls.—Fig. 2 illustrates the laying of brick to form the side walls of the kiln. It will be noticed that some of the outside brick have been cut in two in order to "stagger" the joints. This is done to minimize the number of cracks that extend directly through the wall. The four inside top brick (See "D" in Fig. 2) will require cutting as in Detail No. 2, to accommodate the fireclay roof slab "C."

Back Wall.—The back wall may best be installed before the roof is completed, as the slab may be removed to give working space. Cut two insulating brick and two insulating-refractory brick as shown in Fig. 6, and drill the twelve holes as illustrated. It will be seen that four of the holes on each side are drilled to $\frac{1}{2}$ " depth, their purpose being merely to form a support for the porcelain element tubes. The two top holes, one on each side, serve not only as supports, but provide space for the lead-in wires to enter the kiln. The two auxiliary holes at the bottom, extending through the wall, are used only for the lead-in wire tubes.

Element Installation.—The heating element, if purchased from the dealer listed, is made up of two similar coils, each cut to the specified length and coiled so that it may be slipped over the porcelain tubes.

It will be seen in Fig. 5 that each coil must be divided into five sections which are distributed among the five porcelain tubes. Measure the length of the coil when tightly-wound, and divide this total length into parts by straightening a few turns between each section. Cut eight porcelain tubes into lengths of eight inches, by filing a small nick in the porcelain and applying gentle pressure with the thumbs on the opposite side. Slip the tubes into the coils, and stretch the coils so that the turns are

separated, until a length of about $6\frac{1}{2}$ inches is reached. The finished unit will resemble Fig. 5.

The pieces illustrated in Detail No. 3 provide support for the element tubes in the front of the kiln. They may be cut to the dimensions shown from insulating-refractory brick, leaving ample height so that the columns will gently wedge against the roof slab. After the element is in place and completely connected, these columns may be cemented in place with the clay that will be fired in the kiln.

Four lead wires are required to connect the elements to external wires, and it is necessary that these leads be heavier than the plain element wire in order to prevent overheating inside the hollow porcelain tubes, through which the leads are conducted. It is convenient to make these leads by twisting together two straight pieces of element wire. Double the wire, forming a double piece five feet long. Clamp one end in a vise or nail to a post, and insert the other end in the chuck of a hand-drill. The two wires may be neatly entwined by turning the drill, keeping some tension on the wire.

The top connection of each side will require a lead about 15" long, and a 7" lead will suffice for the bottom connections. Cut leads of these lengths from the long piece of twisted double wire, and insert them in their respective porcelain tubes. There will be two connections to make inside the kiln for each panel, designated as points "A" and "B" in Fig. 5. Note in Detail No. 3 that a small space is provided in the top hole of the column, for the connection at "A." The lead wires are connected to the element wire by twisting the two together neatly with pliers, being careful to avoid pinching the wire to form a thin spot.

Roof.—The roof consists merely of two layers of brick, laid in a manner similar to the bottom. The insulating-refractory brick should be laid first, directly over the fireclay roof-slab, and covered by the insulating brick.

Hook-Up.—Before making any electrical connections, it will be necessary to ascertain, through the power company or local electrician, that the line to which the kiln is to be connected is capable of carrying a current of about 20 amperes. A number 10 copper wire is usually recommended for this service, although a number 12 wire will carry the load.

Figure 7 illustrates a simple and convenient method of wiring which will permit two rates of heating to be used—a slow rate for the first few hours, then a fast rate for completing the firing. This arrangement calls for two switches: a 20- or 30-ampere box switch (Part "E" in Fig. 7) and an ordinary household wiring switch (Part "F"). These two switches will operate the kiln, but a third heavy-duty switch (not illustrated) must be inserted in the line before switch "E," in order to completely isolate the kiln system from electricity.

It may be that such a switch is already present in the line, in which case the two switches, "E" and "F" will be sufficient.

The slow heating rate is obtained by connecting the two sides of the element in "series" (Switch "E" off, switch "F" on), and the fast rate by using a "parallel" connection (Switch "E" on, switch "F" off). The disadvantage to this system is that a fuse will be blown if both switches are on at the same instant. That this disadvantage is not serious, however, is demonstrated by the fact that the entire fuse bill of five cents for one season of camp use was caused by the author's own absentmindedness.

Number 10 copper wire, enclosed in flexible "BX" cable for the sake of neatness and safety, should be used for making connections outside the kiln.

Auxiliary Equipment.—The door is formed by filling the opening with brick to a depth of five inches. Four brick cut to the exact dimensions as the back wall may be used, but other combinations are just as satisfactory. It is necessary to drill one or two holes in the door for observing the ware and pyrometric cones during the firing. Drill a $\frac{3}{8}$ " hole through the door at any convenient location, then file the hole to a cone-shaped opening which reaches a diameter of about $1\frac{1}{2}$ " at the inside face of the door. This type of observation hole will give a wider angle of vision without involving an appreciable loss of heat. Any door hole larger than $\frac{3}{8}$ " at the outside should be fitted with a removable plug, so that it may be kept covered between observations.

When small pieces are being fired, particularly during the glazing operation in which ware may not be stacked, it will be found convenient to construct a shelf in the kiln, permitting two layers of ware to be set. A sample shelf consists of a 6-inch square slab, about $\frac{3}{8}$ " thick, cut from insulating-refractory brick. This slab is supported in the kiln by four corner posts of the same brick, about one inch square and four inches high.

A case for the kiln is easily made and quite essential. Transite board and asbestos board are particularly recommended, but any of the heat-resisting wall boards sold may be used. The most simple method consists of cutting pieces of such dimensions that they will cover their respective surfaces of the kiln, and fastening them with small steel corner brackets, purchased at any hardware. Openings must of course be cut for the door and the four terminal tubes at the rear of the kiln.

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Although the connections at the rear terminals will offer no danger if well covered with friction tape, it may be desired to construct a sheet-metal housing to cover this area. This housing may be bolted to the case, or fastened directly to the back wall brick by means of long screws turned into the brick.

Any inexpensive kiln must necessarily have certain limitations, the most important of which is the maximum temperature. The heating element will have satisfactory life if the kiln is not heated to a temperature greater than 1900°F. An element is easily replaced if burned out, but do not discard an element until it has been found impossible to repair it. If a burn-out occurs at one of the connections "A" or "B," Fig. 5, it is quite possible to cut out the melted portion of the wire, clean the two ends, and re-join them to make a connection which will hold up for another season.

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Dear Sirs:

It was suggested to me that I write to you about a camp this summer. You see last year I attended camp and I liked it so well that I would give most anything to be able to go again this summer.

My dad said that he just could not send me to camp this summer and then to college, so he said that I would have to save my money for college.

Would you please tell me if it is possible to go to camp and work for room and board. Is it possible for me to get some kind of a job at a camp? I don't care where the camp is or what I have to do.

I am a girl sixteen years old. I would like to go away for the summer very bad. If it is possible to get a position in any camp, will you please send me names of camps that are not so expensive.

Please send me your suggestions. Many thanks,
Betty Mae Watters,
628 West Main St., Ravenna, O.

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Life Camps, Inc., has made an exceptionally fine contribution to the camping movement in founding *The National Camp for Professional Leadership in Camping*. The camp, located on Lake Mashipacong, Sussex, N. J., will present advanced courses for administrators, directors, supervisors and educators interested in camping during the summer session, July 9-August 19, 1940. Graduate credit is offered and New York University is cooperating in the course. Included in the faculty are W. G. Vinal, J. B. Nash, D. Alton Partridge, M. J. Feely and L. B. Sharp, Director of the National Camp. The fee for the entire course will be \$130 including board, lodging and tuition. For further details, write Dr. L. B. Sharp, Executive Director, National Camp, Life Camps, Inc., Room 806, 14 W. 49th St., New York City.

Camp Water Supplies

One of the most valuable assets of a camp is a good, safe, adequate water supply. What does this involve?

First of all, the water must be free from disease producing bacteria or bacteria coming from human or animal waste.

The quality of the water should be good, that is, there must be no unpleasant taste, color or odor.

It must be ample to supply the needs of the entire camp, including the kitchen, the toilets, wash rooms, showers and drinking fountains (a common mistake is to use a well which will not supply enough water to satisfy the peak demand, or a pump and piping system which is too small.)

The tendency is to place importance in the above requirements in the reverse order as the latter two are characteristics which are readily noticeable while the bacterial content is often not apparent at all.

Taking these items in reverse order, we find that many camps which are really important and which attract great numbers of people every season, have started very modestly. Due to "having to do business on a shoestring" or due to lack of foresight, their histories are a succession of patch up jobs on the water supply with a total expenditure far in excess of the cost of a good efficient system, and with a record of almost constant dissatisfaction with the water. This does not make for good business as most of the campers come from towns and cities where there is ample pure, clear, pleasant tasting water. In most parts of the country this can be avoided by drilling test wells and selecting the best supply or using a spring with adequate flow of pure water and safeguarding it by the installation of curbing, fencing off the water shed, and treating the water where necessary.

Sometimes, it is impossible or impractical, because of high costs, to obtain a supply of the above nature and it becomes necessary to resort to lakes or streams as a source of supply. This assures ample water even for fire protection, but usually brings with it the hazards of bacterial contamination and such a supply should always be safeguarded by chlorination. An example of a source such as this and the results of lack of purification safeguards is a Mid-Western camp on the shore of a very large lake where the water was pumped from an intake out in deep water. Samples taken by the State Health Department showed, over a period of years, slight contamination which was scoffed at by the camp owners, until one day found them with many cases of "summer complaint" or dysentery, and typhoid and the campers' parents and State Board of Health "after their scalps". Another case is that of a well known summer resort in Canada where many of the summer residents are from New York City. This town has a water supply, analyses of which shows contamination at times with its attendant cases of "green apple tummy ache". The New York people who are used to good water in the city are steadily moving away, removing the source of the town's income. The same situation can very readily arise in a summer camp.

Incidentally, some camps have two water systems, one from a pure, safe well for drinking purposes only and another from a lake or stream for washing and other purposes. This latter supply should be safeguarded as in washing and brushing teeth bacteria which may be present are introduced into the mouths and, hence, the systems of the campers. Furthermore, children *will* use the water for drinking purposes if it is more convenient than going to a drinking fountain, in spite of warnings that it is dangerous.

It is an interesting fact that people regularly using water which is somewhat contaminated will *develop a natural immunity* from the diseases the bacteria would normally produce, *but* other people coming from some place where the water is pure, and drinking the contaminated water *very soon contact the diseases*.

(Continued on page 28)

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In view of the above, several conclusions may be drawn.

1. Because your water is clear and sparkling you should not entrust the health of your customers and the future of your business to *your* judgment.
2. Because you and your family and the natives of the locality have used it all your lives, do not believe that anyone can do so with impunity.
3. It is always safer to have your State or local health departments analyze the water, thus removing the responsibility from *your* shoulders, *and then follow their advice*.

Many camp owners do not realize that the health authorities *are their friends*. If you will cooperate *with them*, you will find them only too glad to cooperate *with you*, giving you free advice which *may save you hundreds*, if not *thousands*, of dollars.

Nowadays, safeguarding water supplies with chlorination can be done at a very reasonable cost and, furthermore, with simple, accurate automatic equipment *without obnoxious taste difficulties*. These same machines are equally useful in swimming pool purification, sewage sterilization, sewage odor control and corrosion prevention in water systems. Our technical staff would be glad to give you the names of manufacturers of reliable equipment. Prepared by H. N. Armbrust, Proportioners Co., Coddington St., Providence, R. I.

Where Do We Stand In Education

(Continued from Page 5)

counselors cannot face this rather difficult period and let the child go his way. This is friendliness at too great a cost.

On the other hand, we find the over-ambitious child who wants to try everything, who drives himself from task to task. This child needs permission *not* to work so hard. Again the camp gives us a fine opportunity to observe his drives and to help him to relax his efforts. The consequences in camp are not so dire if he does not prove to be the first in every sport—unless, perhaps, he must bring home all the “first places” for the sake of satisfying over-ambitious parents. Sometimes we must give such parents some help also. Too often this child’s needs are overlooked at school for the reason that as teachers we are gratified to have such ardent students. In camp life, this over-ambitious camper is easier to observe and, I believe, more accessible to our help. As in all such psychological situations, a warning is per-

tinent here, also. The counselor may do his job too well and prove a threat to this child, who has already fixed and serious goals. The result may be a real anxiety on the part of the child of being misguided. Our path as counselors or teachers, or therapists, or mentors, what you will, is always a narrow one between expecting too much and expecting too little. Guidance, then, becomes a highly skilled and intuitive performance, a function for which the camp is well set up, and for which preparation and experience are indicated. In accepting this role, the camp must recognize the defect of its quality, ie., the ease with which the matter of guidance can be overdone. Many more examples might be cited, but the discussion will no doubt amplify this topic.

Let me now turn to our second function: as agents for research in the educational field. Since our unique character, as outlined, offers such fine opportunities for observing behavior, it is to be hoped that more of us will dedicate some of our time and services to an evaluation of what we can do. Many of us have turned our attention to a consideration of what we can do for the individual child under normal camp practices. A great deal has been said of the necessary foundation of the understanding of the emotional development of the individual. More recently, we are hearing as much about the group. Many of us, under the leadership of the American Camping Association, are thinking about and studying group life and its implications. On the program of the American Association for the Study of Group work, the camp is cited as one field of research and is called upon to contribute to the study of group phenomena. Perhaps some of you are already taking part in this work. Those of us who have been in camp work for many years are constantly impressed with the influence of the group on the individual; we find in practically every camp prospectus some effort to expound this to the parents. “Children learn how to get along with people in camp,” “camp life is training in good citizenship,” “Camp is a place to become socially adjusted,” “In camp children learn how to give and take.” I might quote many more. At the moment, we are hearing this phase of the camp described in terms of democracy. The implication is the same in all this phraseology: We live in groups, we must be able to function in groups. A great deal is now being said and written about group

therapy, the object of which is to help the individual through the group. A good camp is, *per se*, therapeutic. To find out why this is true is one of the objects of the study of groups. To this purpose, we can contribute a great deal out of our camp experience. When such a study is set up, it is to be hoped that many will take part.

To summarize: The camp should be ready to accept its role in the education of the child; in instruction, in guidance, and in research. Because of its specific character, its freedom from the necessity to reach prescribed goals, the camp has especially good opportunities to observe and influence behavior. This fact puts upon us a great responsibility for wise and intelligent guidance. Furthermore, it constitutes a good reason why we should enter the field of educational research, both in the study of the individual and in the study of the group.

Packing Food For Trips

(Continued from page 9)

one, thus constantly reducing the number of articles to be handled. It is customary to pack certain items of food in cooking utensils, such as the inside kettle of a nest, the coffee pot, Dutch oven, pail, or "billy can."* Nests of kettles and other receptacles as well may be carried in flour sacks with a drawstring attached. Discarded onion- and potato-sacks are sufficient covering for No. 10 tins used as kettles. If individual mess-kits are used, it is handy to carry them all together, tied up in a flour- or burlap-sack. When a canvas or paraffined bag is emptied on a trip, it should be turned wrong side out, crumbs brushed out, and packed away in another waterproof bag absolutely dry. On the return to camp, bags should be re-brushed, aired, sunned, and packed away to await the next trip in a bone-dry condition. Paraffined bags should be kept out of the hot sun, away from the fire, and off the ground.

We come now to the very definite question of how to pack the more usual foods used on trips. In organized camps, many of these items will be taken from wholesale lots, so that many will not reach the packer in small "retail" packages. Any differentiation in packing for short or long trips will be noted.

(Continued on Page 30)

* In EREWHON (of all places) we find Samuel Butler saying this word is doubtless of French-Canadian origin, derived from the words "faire bouillir."



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Food	(Continued from page 29) Short Trip	Long Trip
Bacon—unsliced, in slab —sliced	Wax-paper lined tin	Wax-lined tin, or muslin bag within white waxed bag
Bread	Water bucket or pack basket	
Bread mixtures, flours, etc.	White bag	
Butter	Wax-paper lined tins or original containers in tins	
Cabbage		White bag, or, if in large amounts, in brown waterproofed bag plus original container
Catsup		Wax-paper lined tins, original spe- cial 1-lb. tins, thermos jugs
Cereals (breakfast, oatmeal, rice, macaroni, etc.)		White bags
Cheese		Tight-lidded tins
Chocolate bars (garden variety)		Original container, in white bag.
Cocoa		If in bulk, white bag only
Concentrates and dehydrated foods—dry —liquid	Paper bag, or small original con- tainer	Wrapped in wax paper in tin, or white bag
Cookies	Original container or white bag	Tin and white bag, or bag alone
Crackers, rye crisp, etc.	Original container or white bag	Tin in white bag
Eggs	Packed in tins with flour, oatmeal, or sawdust	
Fats	Wrapped in newspapers in kettle or tin	
Fruit—fresh (apples, oranges, etc.)		Original packages, plus white bags
—dried		Original tin
Jam	Ice-cream cartons	If bulk, in tin
Marshmallows	Original package	If original package, in white bag
Mayonnaise	Ice-cream carton	If original package, in white bag
Meats—fresh	Wrapped in waxed paper, then in white bag	In original containers in cartons (see last section of article), broken into tins, or as for short trips
—dried	Tin or original package	Wax-paper lined tins, in white bag
Mustard (French)	Tin	White bag
Nuts	Carton	White food bag, plus original con- tainer, if not in bulk
Pepper	Bamboo holder*	Heavy cartons, or in tins, in white bag
Pickles	Carton	Loose, or in original package in tin, in white bag
Punch—powder —made-up	Original envelopes	Carton or tin, in water-bucket or “crushable” container
Salt	Canteens (for riders)	
Spices	Bamboo holder	
Sugars—white —brown	Converted salt-shaker	Loose, or in original package, in waxed-paper lined tin, in white bag
Syrup, molasses, etc.	White bag	Tin, plus white bag
Teas, coffee	Original tins	Carton, or wax-paper lined tin, in white bag

* "Miscellaneous Campcraft Hints." CAMPING MAGAZINE, May, 1939.

Vegetables—raw (potatoes, onions, etc.)	White bag
—dehydrated	Tins, in white bags
<i>Miscellaneous</i>	
First-aid Kit	Same as for short trip
Water	Larger canteens, canvas desert bags, large kerosene cans
Folding lanterns	Brown or white bags
Dish-washing materials	As for short trips
Kettles and cooking pails (nest or singles), reflector ovens, grates, frying pans, etc.	As for short trips
Matches	Several batches in tin or wooden waterproof containers, in nested kettles, camping-out equipment, and personal duffel

There are several ways of assembling foods when finally they are packed and ready for the carrying containers. Some think it advisable to put all the staples in one carrying bag so marked, and then to pack the remaining bags according to the items which the menus for each day demand, reserving one bag for each day's use or combining days. Others, keeping the idea of the staple bag, put all the breakfasts, lunches, and suppers together in bags so marked. On longer trips where large supplies of staples are necessary, certain general types of supplies, such as "crushables," cereals, canned goods, etc., are grouped together into boxes or in the larger of the carrying containers. On this subject Mrs. Culmer says, "We have taken to packing all breakables and crushables together; crackers in original boxes, breads, jam, cookies in boxes, eggs in original cartons, catsup, pickles, rye crisp, etc. These we either put in water buckets or in fairly heavy cardboard boxes (cartons). They pack easily on top of the Duluth packs and are worth the care since there is no loss through breakage. Even up in the Canadian wilderness all parties use the cardboard-box method. We have carried eggs on rough wilderness trips by simply leaving them in the original carton within the cardboard box and had almost no breakage. If all breakables and crushables are packed together only one item of equipment need get any special care."

The above paragraph applies, obviously, in cases where the food is carried entirely sepa-

rately from the camper's personal equipment. There are, however, many camps in which food, bedding, and clothing all have to go into packs together. Cooking equipment is nearly always segregated. It is no small problem to accomplish such a feat of packing which entails distributing weights equitably, packing a *mélange* of articles so that the pack is smooth in the back, rides evenly and properly, and is distributed and arranged in some manner which will make for orderly use and not for purposes of exploration and discovery. Naturally, careful lists must be made and husbanded. One of the collaborators who uses this system says, "The counselor in charge checks her list of food and menus and these lists are again checked as the food is packed into the pack-sacks. Since our situation is one in which the trip consists of a series of lakes and portages, all trippers carry something. All food and bedding is carried in pack-sacks which range from twenty to thirty pounds in weight, each child carrying the amount designated according to a statement from the medical staff. There is one pack especially constructed for carrying the cooking utensils and the immediate meal, thus making it necessary to open one pack only. Usually throughout the trip we continue to pack the food for the next meal in this pack. In addition, we designate one of the regular pack-sacks as a "food pack." We are able to pack most of the food in these two packs."

But no matter what "system" a camp uses, the contents of each pack must be accurately and plainly marked on the outside of the con-

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BE SURE TO READ the article on pages 12, 13, and 33 of this issue "Breakfast in Summer Camps."

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tainer, by means of larger metal-rimmed tags, or by some foolproof and weatherproof method.

What seemed at the start to be a one-page article has turned into a tome. Some day someone should go on from this point and tell how to care for food and equipment on the trip, which is a chapter by itself. Although there is little material explicitly on the packing and carrying of food, the following publications, all vouched for by the writer, have reference to the food and packing angles of trips and are to be recommended for general reading on the subject of outdoor expeditions.

Cooking, Carrying, Camping on the Appalachian Trail, by S. W. Edwards, S. W. Edwards, Box 331, Silver Spring, Md.... \$.25

Camp Cookery Hints for Leaders, by Agathe Deming, Slingerland-Comstock Co., Ithaca, New York25

Sunset's Grubstake Cook Book, by Charles M. Mugler, *Sunset Magazine*, 1045 Sansome St., San Francisco, California

Boy Scouts of America, 2 Park Avenue, New York City

Adventuring for Senior Scouts 1.00
Handbook for Scout Masters, Vol. II.... 1.00

Winter Camping50

Girl Scouts, Inc., 14 West 49th St., N.Y.
Let's Go Troop Camping25
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Pamphlet C10

Campers' Handbook, by Dillon Wallace Fleming H. Revell Co., New York City.. 2.00

Camp Catering or How to Rustle Grub, by the Hildebrands

Stephen Daye Press, Brattleboro, Vermont 1.25

Hiker's Guide, by Ben Solomon Leisure League of America, New York City .25

Camp and Trail Methods, by E. Kreps A. R. Harding Co., Columbus, Ohio

A Manual of Walking, by Elon Jessup E. P. Dutton & Co., New York City 1.75

The Boys' Book of Camp Life, by E. Jessup E. P. Dutton & Co., New York City

Camp Grub, by Elon Jessup E. P. Dutton & Co., New York City....

Camping and Woodcraft, by Horace Kephart (1 vol. edition) 2.50

Macmillan Co., New York City

Camp Cookery, by Horace Kephart Macmillan Co., New York City 1.00

The Camper's Manual, by Horace Kephart Outdoor Life Publishing Co., 353 Fourth Avenue, New York City25

Free Catalogues of Outfitting Supplies Abercrombie & Fitch, New York City

Von Lengerke & Antoine, 33 So. Wabash, Chicago L. L. Bean, Freeport, Maine

Gokey Co., St. Paul, Minnesota Camp & Trail Outfitters, 50 Warren St., N. Y. C.

Breakfasts in Camp

(Continued from Page 13.)

balanced servings per seven-day period, one would be justified in charging that a menu so prepared lacked Vitamins "C" and "D."

On the other hand if the beverage column, plus desserts, and vegetables shows a lack of butter, milk, cheese dishes, creamed dishes and similar use of dairy products, it is a natural and justifiable assumption that there is a lack of calcium.

Further, if we find a lack of desserts, relishes and garnishes, it is logical to assume that the meat portion of the meal is entirely too large, thus preventing proper and balanced use of the food dollar.

It is recommended that there be at least one soup each day (cereal bowls will serve dual functions here nicely). If soup is entirely slighted it means that no utilization has been made of soups which employ the less tender cuts of meat, bones, and what otherwise might be wasted.

The use of soup with bread will lessen the appetite to the extent that the most expensive single ingredient of a meal, the main course, or meat can be materially cut. This does not mean to imply that the nutritional balance is upset, but that it has taken a different and lower-cost form. To be specific, instead of a six-ounce serving of a steak, a $3\frac{1}{2}$ -ounce 100-gram portion can be supplied and, when accompanied with ample potatoes, which are cheap, peas or other seasonable vegetables, the cost will be materially reduced below that which would be incurred were the soup not used.

These illustrations will serve to guide the reader's mind in the logical channels of multiple other uses for this handy method of charting a day's menu.

Any reader may have a reasonable supply of these charts, merely for the asking or may, as above offered, send their menus to the editor of this magazine for transmission to the writer for analysis.

It can be seen in conclusion, that the start of the day—breakfast—when properly managed, has ramifications running throughout the day and if the food buyer or handler has licked the problem of the breakfast, all else will follow in its due course.

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Pack Trip Technique

(Continued from page 17)

for toast. One should not forget white and brown sugar, butter, pepper, and salt. A few pounds of raisins and some bar chocolate is also worth adding, as these make good refreshments at rest periods. Butter and fresh meat must be cold or frozen at the start and wrapped in several folds of butcher paper.

The following articles will also be found necessary: matches, fire permit, axe, shovel, butcher knife, file, two long serving spoons, a long cooking fork, a can opener, a pot scourer, a dish mop, laundry soap, and a supply of clean rags for use around the cooking stove.

For the actual cooking two large flat oblong pans some 18" by 14" by 4" are superior to skillets. By bending the handles down a little and placing top to top these two pans make a fair oven. A couple of five-gallon sal soda buckets with crimped tops are most valuable on pack-trips. They are ideal to pack eggs in as mentioned before, and are useful for water buckets and as dish pans. A stiff piece of steel about 15" by 24" by $\frac{1}{4}$ " is worth taking, as it makes a first-class top for the field stove. A folding grate, made of heavy wire, is useful too, as it can be used as an auxiliary stove. Sooty articles may be wrapped in burlap, so as not to soil the rest of the pack.

A Few Hints on Cooking

While on the subject of cooking, a few words may be said about cooking fires. The Indian had the right idea when he made a small hot fire in a depression, let it burn to embers, and then cooked over the hot coals. One wants heat, not light or smoke, when he cooks. In making

a cooking fire one should take advantage of logs, boulders, or natural ledges for tables, and he should take care that its cooking surface is about waist high to avoid kneeling and stooping. The steel plate must be level, anchored firmly with stones or earth. The auxiliary fire for boiling purposes should be made far enough to one side to be out of the way. The main secret of outdoor cooking lies in the proper wood. The best wood in the West is dry oak or manzanita in chunks about the size of a man's forearm. Boys not helping in the cooking should be excluded from the kitchen area.

Here are a few hints about cooking that experience has shown worthwhile. One should not use too much heat either under or over the oven when baking pan bread; else he will get charcoal. Bacon should be fried slowly, as should pancakes. Steak requires a good bed of coals and should be fried rather rapidly. A low bed of coals under the steel plate will enable enough toast to be made to serve a platoon. Oatmeal can be cooked slowly in jumbo cans. If one cooks macaroni or spaghetti, he must remember to use boiling water. Beans are hard to cook, taking hours, but are delicious when flavored with onions and bacon rind. Boiling water added to an equal volume of brown sugar makes a good syrup for the hot cakes. Eggs and water, in general, form a substitute for milk. To make cocoa one should dissolve the cocoa in a cup of hot water, add to the required amount of water, sweeten to taste, and bring almost to a boil. The gallon fruit cans serve as pots and may be discarded when no longer needed. Experience has shown that boys like Gumpert's punch when made just half as strong as directed on the labels. In other words one can of Gumpert's, and an equal amount of sugar will make two gallons of punch instead of one. They never tire of this drink.

As for dish washing, the best way is to have two five-gallon buckets of boiling water with soap added to one. The dishes are washed army-style with mop and rinsed in the second bucket of hot water.

Miscellaneous Equipment

One should *never* start on a trip like this without a practical first-aid kit, carried by some responsible person, and ready for instant use. This kit should contain: several rolls of adhesive tape in 1" and 2" width, a quantity of band-aids, zinc ointment, iodine, pyrol or skol, bandages, a needle, a small pair of

tweezers, gauze, sterile cotton, and a snake-bite suction kit. Rattlesnakes are found in the least suspected places up to 7000 feet especially during dry years, so do not assume there are none, even if the danger is not very great. It is well to have along some sewing thread, a few buttons, a few safety pins, a few shoe nails, a small shoe last, a small hammer, and a pair of six-inch side cutting pliers to remove possible shoe nails.

The Pack-Animals

At this point a few remarks might be made relative to pack-animals. Horses are the most companionable, but good mountain mules are hard to beat. Burros are slow, stubborn, lazy, and perverse. They have their virtues, it is true, but not for this type of packing. Generally speaking, a good pack-horse can carry enough provisions and the bed-rolls for seven boys for a five-day pack-trip. If one is not familiar with horses, he should remember that, especially on nippy mornings, they may bite, shy, or kick. Therefore he should tie their heads securely, or have some one hold them by the bit while he works from near the animal's left front shoulder. This will also avoid the "cow kick" that some horses make when being packed. Wise pack-horses expand the chest when being cinched, so it is not likely that either the pack-saddle or the load will be cinched too tight. The packer should see that the pack-saddle is properly padded and that it does not ride so high on the horse's shoulder that the pack bags chafe his forelegs. The two bags must balance as to bulk and weight. The sleeping bags go on last, must be perfectly balanced, and cinched securely with the diamond hitch or its equivalent. The axe, shovel, and fishing rods (tied in a bundle) are inserted under the ropes. Careful packers wrap the axe blade in several thicknesses of burlap.

Dude horses invariably return home if they get loose, so they should be hobbled when turned out to graze. All gates should be closed, otherwise a stranded pack-trip may find itself sans horses 30 miles in a wilderness. This is not exactly an amusing experience.

On the trail, as a general rule, a horse should be allowed his own head and pace, as he has an uncanny trail sense when let alone. It should be seen that he does not come close enough to trees or boulders to rake off his load, as it may be damaged, or the food ruined, and the animal badly frightened. All wet or miry places should be carefully avoided, for once a horse bogs

down with all four feet, it is practically impossible to extricate him. If a pack-animal lies down at frequent intervals, he is either over-loaded or lazy. If the latter, the habit can be stopped by tying his head high to the branches of a tree when rests are made. In case a horse falls, he can often be helped to his feet by pushing and lifting up on the lower side of his load. Otherwise he will have to be unloaded. Finally each animal should have at least half a gallon of rolled barley three times a day when he is traveling and be turned out to graze at other times.

Routing of the Trip

Early morning is the best time to start on a pack trip. The boys are fresh and eager, the air is cool, and the heat of the day can be avoided by a midday rest, perhaps even a brief swim before lunch. The boys may be awakened at 6:30 A.M., served a cup of hot chocolate while the animals are being packed, and a start made by 7 o'clock sharp. By 9 o'clock a cool spring or stream can probably be reached and a never-to-be-forgotten breakfast may be served. If carefully planned this breakfast can be prepared and eaten within an hour. The boys carry the food for this meal in their knapsacks, or it may be carried on one horse.

A bit of organization is worthwhile on the trail itself. The party must stay together and not go ahead at too rapid a pace. Each horse should have a leader and a follower. One responsible person should lead the group and another bring up the rear, since Indian file is the usual order. If the party has over eight members, each one should be given a number which he keeps the entire trip. A quick and accurate roll can thus be taken by merely counting off. It is surprisingly easy to lose or leave a member behind. Whistle signals are useful; each counselor should have police whistles. One toot might mean "halt," two "go ahead," several short ones "assemble!" Three strong blasts always mean "Danger—look out!" "Get down!" "Don't do that!" "Clear the trail!" etc. On hard hikes it is well to halt and rest approximately ten minutes each hour. Also a sharp watch should always be kept for sunburn, over-fatigue, and inceptive blisters. These blisters should be covered with band-aid or gauze and adhesive tape.

It may be better to make a base camp near the center of the most interesting region, or it may be better to camp at a different place each night. Base camps are usually preferable for

the larger groups; night-to-night camps for the smaller, more flexible ones. Base camps are less work, as a good field kitchen can be built, and the same beds can be used night after night. Of course, not so much territory can be covered from base camps.

Boys can be taught to make themselves comfortable in camp, but it will take considerable suasion at first. It may take an hour to make a comfortable bed of pine boughs, willow branches or broad-leaved vegetation, but a good night's sleep is worth the effort. Mosquitoes can be avoided by moving away from the water or by smudging them by means of a smouldering fire of damp rotten wood built near one's head. High spots are warmer at night, as the cold air settles in the low places. Beds should be built on level spots and hemmed in by logs or rocks; otherwise the sleeper will roll off his bed or branches or leaves.

A program can be carried on during the trip that is equal to the one back at camp. There is the ever-changing vista of the great outdoors, the flowers, the various wild animals, the geology of the region, swimming, cooking—camp cooking—even the sun, moon, and stars take on a significance never noted before. There is the campfire and the campfire program. There are stories of explorers, lumberjacks, Indians to tell; songs to sing; activities to plan. One might take along *Paul Bunyan* by Glen Rounds or *Hunting with the Bow and Arrow* by Pope, just in case. The time must be planned and budgeted, however. Some may want to swim, others fish, still others explore. These activities can be planned at rest periods or at the campfire. The head counselor must know where all his boys are at all times, or at least what activities they are engaged in and that they are under capable leadership. There is danger of drowning, of getting lost, of getting hurt by the horses, of falling over cliffs and precipices. It is unwise to split up into too many small parties, as there is safety in numbers. With care and guidance mishaps, which might mar the whole trip for all concerned, are not likely to occur.

Each boy should be given the opportunity of fulfilling some duty well. Some will want to care for the pack-animals, others help cook, still others make camp, build the camp fire and gather cook wood and bring water. If one is a wise counselor, he will do little work himself, but will see that each boy is performing his assigned task.

No trace of a camp-site should be left on breaking camp. Garbage and tin cans should be buried, and rubbish burned. Water should be poured on the fire and then it should be buried.

Evaluating the Trip

Since pack-trips should be educational in nature, a meeting should be called on the way home to discuss the benefits of the trip. This meeting may be held at some cold spring or snow bank, where punch or a chocolate bar is served. The boys should have been forewarned of this symposium. They might, for example, be told that they will be expected to answer freely three questions:

Did he enjoy the trip and get anything good out of it?

Would he care to go on another similar trip?

What constructive criticism has he to offer that would make another pack-trip better?

The main idea is to get each boy to talk freely and honestly. He may talk either to the group or to the counselors more or less privately. The boys' comments are often quite revealing, as they are usually quite observant, but not often very critical.

It is not a bad idea for the counselors to rate each boy in the group and to tell him his rating and why he was so rated. He may be rated as A, B, C, D; Ex., Good, Fair, Poor; or 4A, 3A, 2A, A, as moving pictures are sometimes rated. Each boy might be allowed to rate himself, as he really knows how good a pack-tripper he is. His final rating would be an average of his own and the counselors' ratings. It must be carefully explained, however, that the counselors have no personal feelings in this rating, that they are merely giving each boy a chance to see how he rates in the eyes of his peers on this one trip. They are merely trying to make him a better pack-tripper and, of course, a better individual. Such a "hashing over" usually has a decidedly stimulating effect on each boy, for he likes to know how he stands. Each one has some good points that can be praised. The counselors, even the pack-trip counselor, may come in for some self-improvement and character re-education in the same manner.

At the final stop the counselor should tell the boys how much he enjoyed being with them and should praise them sincerely. If one does not have a genuine interest in boys and cannot make this statement honestly and sincerely, he is not the one to undertake the leadership of such a group.

Needless to say there should be more than one adult counselor on each pack-trip. As a rule each 7 boys should have a counselor. This is for the safety of all concerned. In case of a shortage of counselors, a couple of the more responsible boys may be appointed counselors pro-tem. This is usually an interesting experiment that works out all right, as the average boy responds to a trust.

Arriving Home

Bring the group back together, happy, and "fit as a fiddle." Usually some sort of a stunt can be thought up that will set the group off as a unit in the eyes of the camp. They may return Indian file, singing a marching song; they may sing a couple of songs at the next campfire or in the dining hall; or some one may tell of the trip, or read a copy of the Trail News. One successful trip told the story of its adventure and travels by means of a yell before the camp fire. This yell went something like this:

Three-day Pack-trip Rah! Rah!

Lilly Lake Rah! Rah!

Bear Lake Rah! Rah!

Camp Lake Rah! Rah!

Grouse Lake Rah! Rah!

Cherry River Rah! Rah!

Lost Horses Ah! Ah!

Found Horses Rah! Rah!

Killed Rattlesnake Rah! Rah!

Did we eat?

Did we eat!

Home again Rah!! Rah!!

They had the rattlesnake as evidence!

A motion picture camera should be taken on these trips if possible.

Finally the pack-trip counselor should file his report of the trip in the office of the camp director. He should give the names of all the members, menu, itinerary, dates, and other information that might be of use to future pack-trips.

If pack-trips are carefully planned as to objectives, if the boys are allowed to participate in planning as well as carrying out these objectives, if they are allowed to assist in the cooking, caring for the horses, even in finding their way by trail, they usually come through beyond expectation. In this way pack-trips become educational in nature, formative as to character, enjoyable, and thus become fond highlights in the memories of each of its members.